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ABSTRACT

Reported are results of a (1974-75) project in a New Hampshire school district which assessed the vocational needs of handicapped children in that district, the potential for their employment in the community, and the school potential for vocational programs. Provided is information such as the number of children by handicaps and present status and the geographic locations of children interviewed; a list of businesses interested in employing the handicapped, and descriptions of sheltered workshops in the area; and an evaluation of the special education program in the school district and a statement of philosophy and future objectives. Major recommendations cited include the need for employment of a vocational rehabilitation counselor and a social resource field person to develop vocational programs in special schools and classes. Also included are materials developed for the study such as handbooks for interviews of parents and of businesses and reporting forms for gathering information on vocational programs, businesses, and social agencies serving the handicapped. (LS)

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A REPORT
ON
THE DEVELOPMENT OF VOCATIONAL PROGRAMS
FOR
EXCEPTIONAL CHILDREN

developed by

The New England Program in Teacher Education
for the
State of New Hampshire
Division of Welfare

April 1, 1975

Mrs. Jean Tufts
NEPTE
Pettee Brook Offices
Durham, New Hampshire

This project was made possible through funds provided by the Rockingham Trustee, Exeter, New Hampshire, and the Exeter School District which were matched with funds from Title IV-A of the Social Security Act.

EC073346

INTRODUCTION

The following report is a result of a project to assess the needs of handicapped children in the Exeter Area and to make recommendations to meet those needs. The project was initiated by the Rockingham Trustees, formerly trustees of the Rockingham School, and the Exeter School District in cooperation with the New Hampshire Office of Mental Retardation and the New Hampshire Division of Welfare.

The project included three major areas of assessment, namely:

(1) The assessment of the needs of handicapped children in the Exeter area

(2) The assessment of the Vocational Potential in the Exeter and Hampton areas

(3) The assessment of the School Potential for Vocational Programs for the handicapped.

Following the assessment phase of the project, the results were analyzed relative to the vocational needs as identified by the parents of the handicapped children in the study. Over 90 families were contacted during the summer and fall of 1974 and actual interviews were conducted with 86 families.

Simultaneously, potential jobs available in business, industry, institutions, and social agencies were identified through 110 interviews in the Exeter and Hampton area, as well as potential piecework possibilities. Agencies offering sheltered employment opportunities in New Hampshire were visited and a report of their programs is included.

The school district programs for Special Education were examined, particularly from a management view. The Special Education and related administrative staff engaged in a study of the philosophy of Special Education in the District. Several workshops were held for school personnel to assist them in analyzing the programs offered and those needed. Several proposals were developed for Special Education programs in the district as a result of this process, several of which were funded during the year the project was conducted.

The following recommendations were developed as a result of the project.

I. A VOCATIONAL REHABILITATION COUNSELOR BE EMPLOYED TO DEVELOP VOCATIONAL PROGRAMS TO SERVE THE HANDICAPPED STUDENTS AND THEIR FAMILIES IN THE ROCKINGHAM SCHOOL, SPECIAL EDUCATION CLASSES AND RESOURCE ROOMS OF THE EXETER AREA SCHOOL DISTRICT.

II. A SOCIAL RESOURCE FIELD PERSON BE EMPLOYED TO ASSIST THE VOCATIONAL REHABILITATION COUNSELOR IN DEVELOPING THE PROGRAMS.

A list of personnel who participated in the study which was conducted from April 1974 to March 1975 is included on the following pages.

Mrs. Jean Tufts
Project Director

PERSONNEL

Director -	Mrs. Jean Tufts Associate Director for Research and Development New England Program in Teacher Education Durham, New Hampshire
Field Supervisor -	Mrs. Nancy Warren Principal of Rockingham School Exeter, New Hampshire
School Coordinator -	Mrs. Caren Schubart Director of Special Education Supervisory Union #16 Exeter, New Hampshire
Interview Personnel -	Mrs. Thelma Barlow, Teacher Rockingham School Exeter, New Hampshire
	Mrs. Shiela Mann Rockingham School Exeter, New Hampshire
	Mrs. Patricia Heath, Teacher Exeter Day School Exeter, New Hampshire
Community Interviewer -	Mr. Glenn Roundy Graduate - Dartmouth College in Community Planning Wolfboro, New Hampshire
Consultants -	Dr. Roland Goddu, Director New England Program in Teacher Education Durham, New Hampshire
	Mr. David Royale Resource Room Teacher Sunapee, New Hampshire
	Mr. Robert Twombly, Director ERIC Program Montpelier, Vermont

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ASSESSMENT

OF

HANDICAPPED CHILDREN

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ASSESSMENT OF HANDICAPPED CHILDREN

1. Data was collected on children needing vocational programs in the area. The list was compiled from children attending the Rockingham School during the last ten years, the school handicapped census for Supervisory Union #16, parents, and social agencies in the area.

From this data it was determined there were:

a. 86 previously attending Rockingham School to be interviewed

b. 38 children enrolled in special classes in Supervisory Union #16 as of September 1973 needing Vocational Program

c. 16 children enrolled in established Vocational Program in the area

d. No children presently enrolled in Vocational Rehabilitation

e. 2 children were identified by Social Agencies

2. A list of children who attended the Rockingham School was developed from the class registers. The list which included 147 children was used as a basis for interviews with parents.

Parents were invited to an informational meeting held prior to the start of the interviews. At this meeting the Project Director explained the project and the purpose of the interviews to be held. The field agents were introduced to the thirty people present at the meeting so that parents would know who would be visiting them.

In addition, a booklet developed to explain the project to the public was distributed at this meeting (see appendix)

Five field agents were involved in the interviewing during September and August. Three training sessions were conducted for these agents; one prior to the start of interviews, one in the middle of the interviews, and one at the termination of the interviews. The first session emphasized interview techniques, procedures to be used during the interviews, and the use of reporting forms for the project. The second session included a discussion of problems encountered by the interviewers and a refinement of the handbook. The last session included a review of children who had not been located and a final revision of handbook. Materials developed for the training sessions included a questionnaire for parents, a handbook for interviewers, and a reporting form to record information gathered in the interviews with parents. These materials are included in the appendix.

Letters were sent to all children on the list who had moved from the area whose whereabouts was known to the Principal of the Rockingham School. A revised questionnaire was developed to accompany these letters. A total of 86 interviews were held during the project.

3. Twenty children were selected for vocational evaluations or re-evaluations. Each child's case history including present status, previous evaluations, and school records were reviewed. The child was then evaluated using appropriate psychological and vocational aptitude tests to determine future and vocational programs for the child.

Criteria developed for the selection of the children to be evaluated included:

a. The child had previously been enrolled in the Rockingham School or Special Education Programs in Supervisory Union #16.

b. The child's parents had participated in the project interviews

c. The child was 16 years or age or older

d. The students selected represent a cross-section of children in the study

Among the children selected were three trainable young adults currently in no organized program, four trainable young adults attending the Great Bay Training Center, two educable students presently attending the Rockingham

School, and one educable student enrolled in the Exeter High Resource Room.

Mrs. Caren Shubart, Coordinator of Special Education and a certified school psychologist, and Mrs. Nancy Warren, Principal of the Rockingham School and a Registered Occupational Therapist with specialized training in Vocational Assessment were engaged as consultants to determine the necessary evaluations and to do the testing. The results of the evaluations will be placed on file in the Special Education office of Supervisory Union #16 for future programming of the students involved.

4. Twenty-four children enrolled at Exeter Junior and Senior High School were evaluated by the Coordinator of Special Education. Their evaluations included psychological testing and achievement testing and are on file in Supervisory Union #16 Special Education Office.

5. Twenty-five children now attending Rockingham School, ages 10-15, were identified as potential clients for a vocational program.

6. The data collected in the above activities identified the following, (found on the next six pages.)

RESULTS OF INTERVIEWS

Number of children by handicaps and present status

1. Eleven children were presently at home in no organized program.
    a. Six of these are trainable young adults who have been in day classes until they were 21 - one is a blind trainable young adult
    b. Two of the children were employed by the family in the home
    c. One was about to enter a residential training program out of state
    d. Two were young adults with emotional problems
2. Sixteen children were attending sheltered workshops.
    a. Twelve were attending the Great Bay Sheltered Workshop
    b. Four were attending the Moore Center Rehabilitation Center
3. Six of the children were institutionalized.
    a. Five were at Laconia State School
    b. One was at Crochet Mountain
4. Six of the children were employed.
    a. One in farming
    b. One in a nursing home
    c. Two in factory work
    d. One in miscellaneous jobs and in trouble with the law
    e. One in Merchant Marines
5. Twenty-five were in attendance at the Rockingham School.
    a. Six were trainable, ages 10-16
    b. Nine were educable, ages 10-14
    c. Six were slow learners, agest 11-16
    d. Two had emotional problems, ages 12+14
    e. Two had neurological handicaps, age 12

6. Twelve were in special education classes in Exeter Public Schools.
    a. Two in Main St. special class
    b. Three in Lincoln St. special class
    c. Six in Junior High special class
    d. One in Exeter Area Resource Room
7. Thirteen were in Special Education Programs in their local districts.
    a. Four in Plaistow
    b. Four in Raymond
    c. Three in Hampton
    d. One in Hooksett
    e. One in Manchester
8. Seven are in regular school classes at their own district - one each in:
    Exeter Area High
    Winnacunnet High
    Sanborn Regional
    Manchester Technical High School
    Newmarket Junior High
    Oyster River Junior High
    Stratham Elementary School
9. Thirteen have moved out of state.
10. Twenty-five had no known address and could not be located.
11. Three children - interviewers were refused admittance.
12. Six yet to be interviewed.

CHILDREN NEEDING SHELTERED VOCATIONAL PROGRAM

A. Eleven Children were presently at home in no organized program.

1. Eight are trainable young adults over 21, as follows:
    - a. A well-trained young man who could be depended upon to behave appropriately. Has had sheltered workshop experience
    - b. A young woman with little positive abilities. Poor home conditions make future programming of little consequence
    - c. Blind young man who is socially comfortable in a warm, loving home environment. Has very limited speech and capabilities
    - d. Well-trained young woman with good social skills. Would be excellent candidate for sheltered workshop or employment
    - e. Well-trained young woman with fairly appropriate social skills inspite of a noticeable speech problem. Would be good candidate for sheltered workshop
    - f. Well-trained young woman with good social skills. Has a serious health condition which would attect attendance and performance. Would be a candidate for sheltered workshop if done in approximity to home
    - g. Young woman recently accepted to residential training program
    - h. Young woman with limited social skills due to overprotective home situation. Could be trained in a sheltered workshop
2. Three young Adults with Emotional Problems
    - a. One a young man with slightly below average abilities who works in the family business where little is expected of him. Sheltered workshop would not be appropriate.

b. A young girl with emotional problems due to a severely handicapped younger child in the family. Would probably function better in another environment but would need much psychological support.

c. Young girl with emotional problems and little or no home supervision. A sheltered workshop would be of no benefit to this child until the emotional problems are attended to and home supervision is remedied.

B. Sixteen Children attending Sheltered Workshops.

1. Four are attending Moore Center
    - a. All four are appropriately placed for their abilities and location of their homes
2. Twelve are attending Great Bay - all are low educable or trainable retardates
    - a. One young man is trainable but with poor social skills. Unhappy at present program and adjusting poorly
    - b. A young lady that is well adjusted to sheltered workshop program. Family is worried about what happens to her at 21 years
    - c. A young man formerly at Laconia with limited social and verbal skills. Well adjusted to present program
    - d. One young man with limited abilities. Well adjusted to sheltered workshop. Seems to be performing at his maximum
    - e. A young man in training program has little parent acceptance of abilities. Seems appropriately placed.
    - f. Well-trained young man appropriately placed and well adjusted

g. Well-trained young man with multiple handicaps which he handles well. Well adjusted to present program

h. A young woman with limited ability and occasional emotional outbursts. Is well-adjusted to present situation

i. A young man with limited ability and speech. Social functioning is poor, however. Is well adjusted to Sheltered Workshop

j. A trainable young man with few verbal and social skills

k. A trainable young man in a pre-vocational program

C. Six Children are Placed in Institutions

1. Five are at Laconia State School

   a. All five are appropriately placed and would not function well in the community or at home.

2. One at Crochet Mountain

   a. A multiply involved youngster with a hearing loss. Is doing well and plans to continue her education after completing her high school education at Crochet Mountain

Children attending the Rockingham School who will be candidates for Vocational Programs in the next five years include:

Six Trainable children

Two are 18 years old

One is 17 years old

One is 14 years old

One is 12 years old

One is 11 years old

Six Slow Learners

Two are 16 years old

Two are 12 years old

One is 11 years old

One is 10 years old

Eleven Educable

One is 14 years old

Three are 13 years old

Four are 12 years old

One is 11 years old

Two are 10 years old

Two have emotional problems.

STATISTICAL ASSESSMENT OF HIGH SCHOOL STUDENTS DEMONSTRATING THE NEED FOR A RE

	Student's Name Coded For Confidentiality	Math-Grade Equivalent PIAT	Reading Recognition Grade Equivalent	Reading Comprehension Grade Equivalent	Spelling Grade Equivalent	General Information Grade Equivalent	Total Test Functioning Grade Equivalent
Special Class Students Entering High School in Sept. '74	I	4.0	8.4	8.1	8.0	8.2	7.1
	2	4.0	2.6	4.2	3.9	4.7	4.0
	3	4.4	3.8	4.2	3.3	9.4	4.6
	4	2.1	1.4	2.0	1.4	.4	1.4
	5	4.3	3.2	3.6	4.8	5.0	4.1
	6	7.4	9.1	9.5	9.8	10.5	9.0
	7	4.2	2.4	2.8	2.3	3.6	2.8
	8	4.6	3.6	4.4	6.0	4.6	4.5
High School Students Who Have No Special Help	9	4.9	3.1	3.1	3.5	6.5	4.0
	10	4.4	3.8	4.2	3.8	4.6	4.2
	11	4.6	9.4	3.8	6.2	6.3	6.6
	12	12.9	7.9	7.5	6.5	5.8	7.4
	13	6.4	3.8	3.9	3.8	4.7	4.3
	14	9.2	2.6	2.8	2.9	7.2	4.2
	15	4.2	4.4	4.2	5.8	7.8	5.1
	16	8.6	6.6	9.0	6.2	9.4	8.0
	17	9.2	5.2	4.2	4.9	6.8	5.8
	18	6.0	4.7	6.2	3.5	6.8	5.1
	19	3.3	3.6	4.4	3.7	3.7	3.7
	20	8.9	8.6	9.2	8.4	8.8	8.7
	21	7.0	3.0	2.9	3.9	7.0	4.3
	22	4.4	12.4	8.1	11.7	10.7	9.4
	23	2.3	4.1	5.5	5.8	4.7	4.2
	24	4.9	5.0	7.2	3.5	7.5	5.3

Comparison Chart of Student's Age, Current Grade Placement, Academic Functioning on
Achievement Test administered February, 1974 and I.Q. Scores

AVERAGE GRADE EQUIVALENTS ON PEABODY INDIVIDUAL ACHIEVEMENT TEST

		Math	Redd.Recog.	Reading Comp.	Spelling	Ge
Averages	Spec. Class Students	4.3	4.3	4.9	4.9	
	H.S. students-unaided	6.3	5.5	5.6	5.3	
	Total Average	5.6	5.1	5.1	5.1	

AL ASSESSMENT OF HIGH SCHOOL STUDENTS DEMONSTRATING THE NEED FOR A RESOURCE TEACHER

Equivalent PIAT	Reading Recognition Grade Equivalent	Reading Compre- hension Grade Equivalent	Spelling Grade Equivalent	General Information Grade Equivalent	Total Test Functioning Grade Equivalent	Chrono- logical Age	Current School Grade	Most Recent I.Q. Score
.0	8.4	8.1	8.0	8.2	7.1	15-3	8	83
.0	2.6	4.2	3.9	4.7	4.0	15-3	8	70
.4	3.8	4.2	3.3	9.4	4.6	14-4	8	98
.1	1.4	2.0	1.4	.4	1.4	17-3	8	71
.3	3.2	3.6	4.8	5.0	4.1	15-10	8	77
.4	9.1	9.5	9.8	10.5	9.0	18-4	8	83
.2	2.4	2.8	2.3	3.6	2.8	14-1	8	82
.6	3.6	4.4	6.0	4.6	4.5	15-8	8	60
.9	3.1	3.1	3.5	6.5	4.0	15-0	9	85
.4	3.8	4.2	3.8	4.6	4.2	17-5	9	80
.6	9.4	3.8	6.2	6.3	6.6	14-8	9	87
.9	7.9	7.5	6.5	5.8	7.4	15-10	9	104
.4	3.8	3.9	3.8	4.7	4.3	14-10	9	88
.2	2.6	2.8	2.9	7.2	4.2	17-4	9	118
.2	4.4	4.2	5.8	7.8	5.1	15-10	9	81
.6	6.6	9.0	6.2	9.4	8.0	15-4	9	86
.2	5.2	4.2	4.9	6.8	5.8	15-1	9	105
.0	4.7	6.2	3.5	6.8	5.1	16-2	10	96
.3	3.6	4.4	3.7	3.7	3.7	17-1	10	80
.9	8.6	9.2	8.4	8.8	8.7	15-11	10	96
.0	3.0	2.9	3.9	7.0	4.3	17-2	10	103
.4	12.4	8.1	11.7	10.7	9.4	17	11	81
.3	4.1	5.5	5.8	4.7	4.2	19-6	11	58
.9	5.0	7.2	3.5	7.5	5.3	18-4	11	94

art of Student's Age, Current Grade Placement, Academic Functioning on the Peabody Individual
est administered February, 1974 and I.Q. Scores

AVERAGE GRADE EQUIVALENTS ON PEABODY INDIVIDUAL ACHIEVEMENT TEST

	Math	Redd.Recog.	Reading Comp.	Spelling	Gen. Inform	Total Grade Equiv.
dents	4.3	4.3	4.9	4.9	5.8	4.6
naided	6.3	5.5	5.6	5.3	6.8	5.6
	5.6	5.1	5.1	5.1	6.4	5.5

NINETH GRADERS WHO HAVE WITHDRAWN FROM EXETER HIGH SCHOOL THIS CURRENT SCHO

	Student's Name Coded	1971-Cognitive Abilities Test Verbal	Quantitative	Non Verbal	Chronological Age
Students* who had academic & emotional problems who left school this year prior to testing	25.	2	2	12	16-4
	26.	61	59	71	15-0
	27.	7	9	6	16-10
	28.	22	1	21	16-0

Comparison Chart of Student's Current Age, Grade Placement at time of withdrawal, Ac
Cognitive Abilities Test and I.Q. Scores.

*It is felt that students No. 25-28 who had serious academic problems would not hav
year if they had had the aid of a resource teacher.

RADERS WHO HAVE WITHDRAWN FROM EXETER HIGH SCHOOL THIS CURRENT SCHOOL YEAR

1971-Cognitive Abilities Test

al	Quantitative	Non Verbal	Chronological Age	Grade	I.Q.	Withdrawn
	2	12	16-4	9	66	12/73
	59	71	15-0	9	-	2/74
	9	6	16-10	9	-	10/73
	1	21	16-0	9	96	10/73

of Student's Current Age, Grade Placement at time of withdrawal, Academic Functioning on the ies Test and I.Q. Scores.

students No. 25-28 who had serious academic problems would not have dropped out of school this had the aid of a resource teacher.

Data Collected

As A Result Of

INTERVIEWS WITH PARENTS

1. The Present Status of Children

a.	Sheltered Workshop	16
b.	Educational Program	64
c.	At Home	11
d.	Institutionalized	5
e.	Other	3

2. Parents Knowledge of Present Program

a. 82 parents knew about program

b. 5 did not know about program

3. Parents feelings about Present Program in which Child is Enrolled

a.	Enthusiastic Support	38
b.	Satisfaction	26
c.	Doubt or Suspicion	3
d.	Dissatisfaction	1
e.	Better than nothing no other alternative	8
f.	Other	10

4. Educational History of Children in Study

a. Schools attended

43 had attended public schools

19 had attended special classes

76 had attended Rockingham School

27 had attended other private schools

b. Work Experiences in School

15 had some work experience

67 had no work experience

c. Summer Programs

34 had attended a summer program

37 had not attended any summer program

d. Institutional Training

3 had some institutional training

80 had no institutional training

5. Vocational Experiences

a. Work Experiences

25 had had some work experience

1 had worked at home

58 had no work experience

6. Vocational Rehabilitation Contact

11 had contacted Vocational Rehabilitation Counselor

48 had no contact with Vocational Rehabilitation

1 had a case pending with Vocational Rehabilitation

20 no answer

7. Supplementary Social Security Income

8 received Social Security Income

21 received no Social Security Income

12 had cases pending on Social Security Income

6 knew of program but had not pursued it

19 not aware of Social Security Income Program

8. Parents Desire for their Children

Vocational Workshop	30
Regular School Program	22
At Home	6
Job Situation in Community	39
Institutionalized	5
Other	25

Note: Many parents checked more than one option

9. Evaluations

5 had been evaluated between 1955-1965

23 had been evaluated between 1965-1970

35 had been evaluated between 1970-1975

10. Of those children evaluated

6 were evaluated by other people

42 were evaluated by private institutions

25 were evaluated by public school

5 were evaluated by Doctor or Psychologist

11. Participation of those Evaluated

21 parents felt they participated in the evaluation

50 parents felt they didn't participate

12. Parents Attitudes toward Further Testing

58 - Positive

1 - Apprehensive

18 - Willing if necessary for Vocational training

9 - Other views

GEOGRAPHIC LOCATION

The geographic location of children interviewed was determined as follows:

Number of Clients by Town

Atkinson	1	Kensington	0
Brentwood	2	Kingston	7
Candia	6	Lee	1
Chester	1	Newmarket	7
Danville	1	Newfields	2
Deerfield	1	Newton	3
Durham	4	North Hampton	2
East Kingston	2	Plaistow	1
Epping	4	Raymond	4
Exeter	22	Rochester	0
Fremont	0	Rollingsford	0
Greenland	1	Rye	0
Hampstead	1	Sandown	1
Hampton	4	Seabrook	1
Hampton Falls	4	Stratham	3

The geographic analysis of those children interviewed and identified as possible clients for Vocational Program follows:

a. Over age 16 in no program presently

Three from Exeter

One from Newfield

One from Durham

One from Newmarket

b. In Sheltered Workshop

   Three from Hampton

   Three from Exeter

   Two from Kingston

   Two from Newmarket

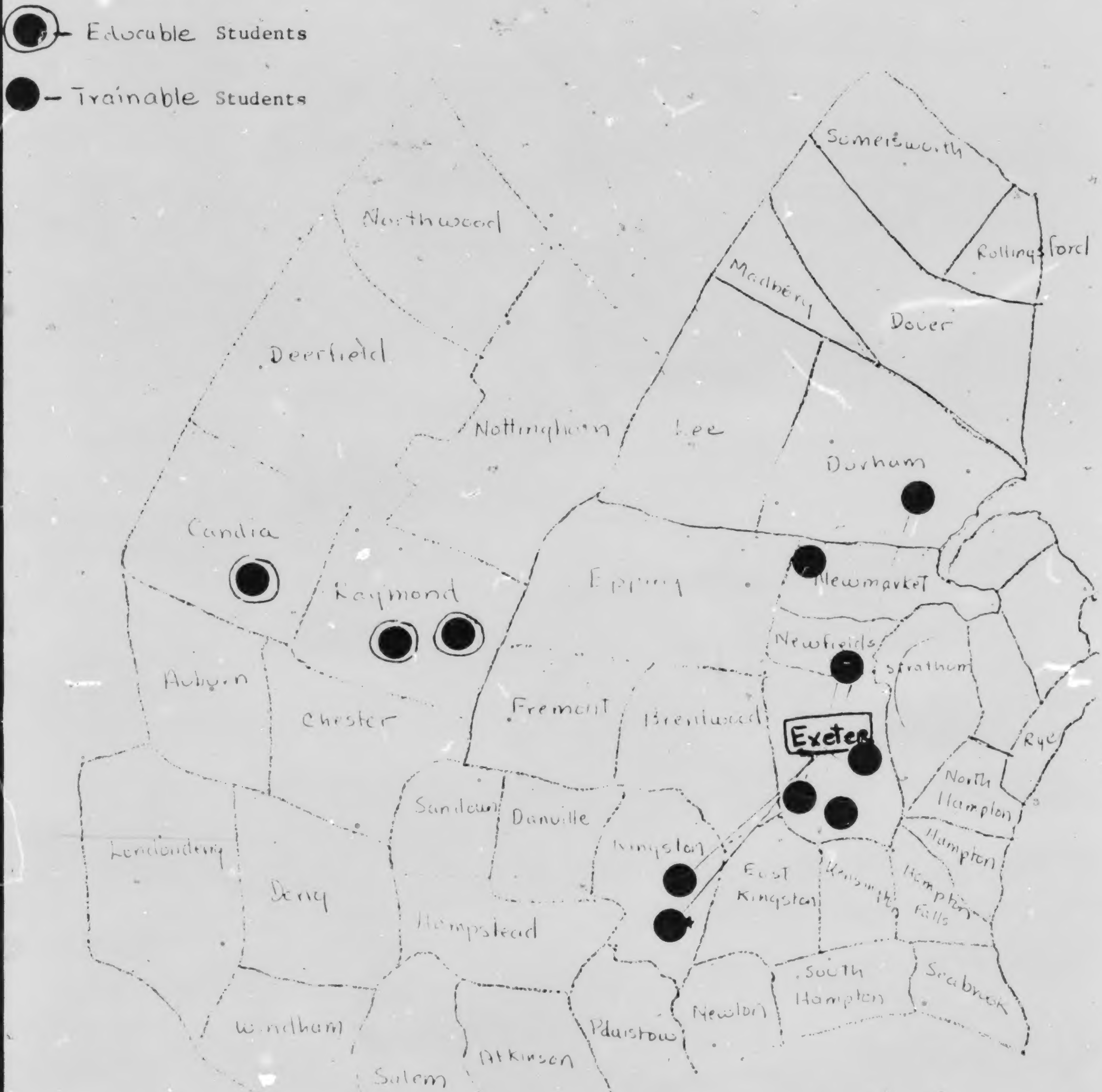
   One from Portsmouth

   One from Exeter

c. In High School Resource Room

   All children in this program come from towns in Supervisory Union #16 and are provided transportation by sending towns.

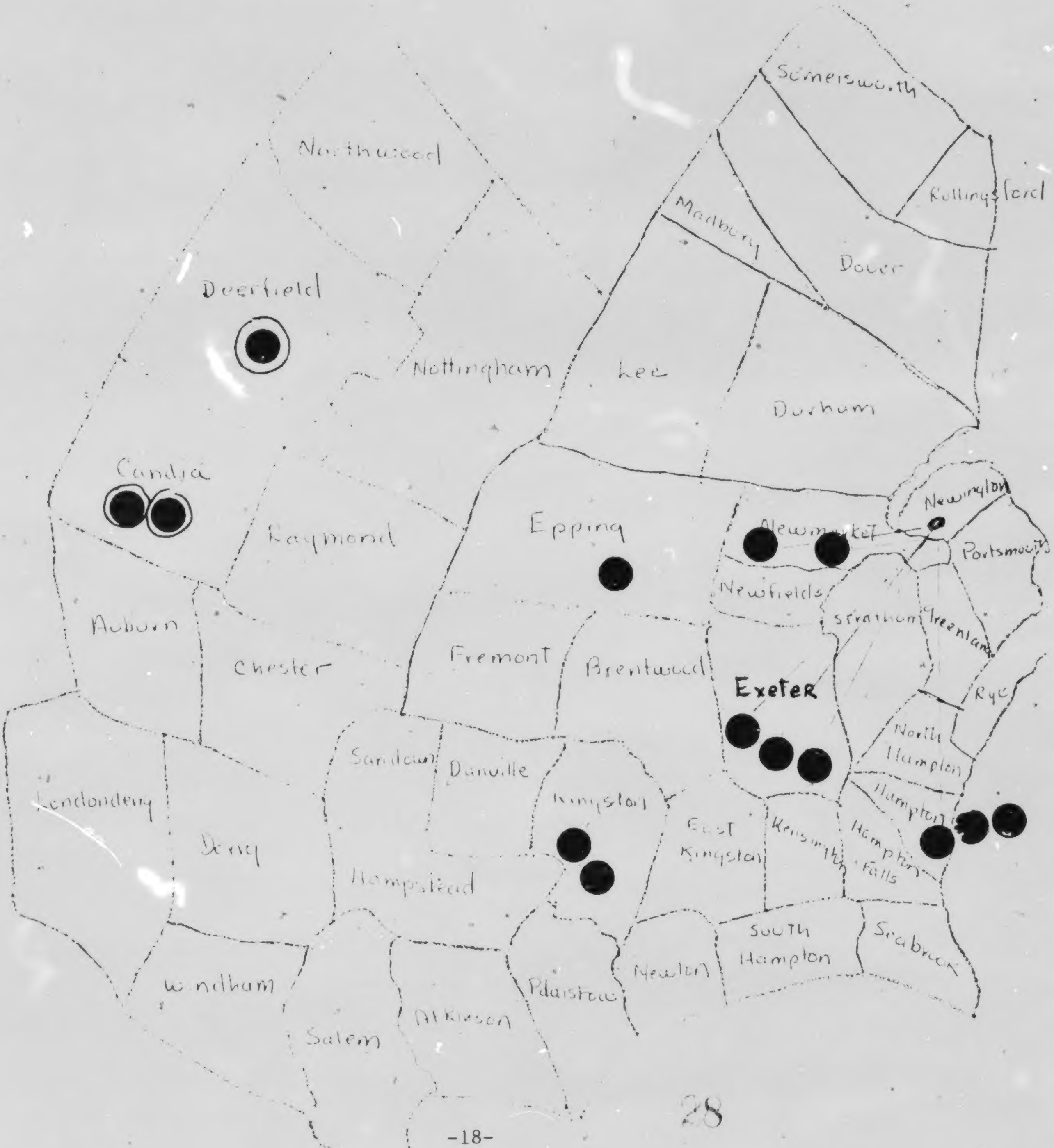
Students at home in no organized program


◉ – Educable Students
● – Trainable Students
Somersworth
Rollingsford
Madbery
Dover
Northwood
Deerfield
Nottingham
Lee
Durham
Candia
Raymond
Epping
Newmarket
Newfields
Stratham
Auburn
Chester
Fremont
Brentwood
Exeter
Rye
North Hampton
Sandown
Danville
Kingston
East Kingston
Kensington
Hampton
Hampton Falls
Londonderry
Derry
Hampstead
Newton
South Hampton
Seabrook
Windham
Salem
Atkinson
Plaistow

27

Students attending Sheltered Workshops

◉ Moore Center
● Great Bay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Fremont
Brentwood
Exeter
Rye
North Hampton
Sandown
Danville
Kingston
Londonderry
Derry
East Kingston
Kensington
Hampton
Hampton Falls
Hampstead
South Hampton
Seabrook
Newton
Plaistow
Windham
Salem
Atkinson

The following chart shows potential clients for a Sheltered Workshop using the towns in the designated Vocational Center, which are basically Unions 56, 16, and 21.

POTENTIAL CLIENTS

	NO.	HANDICAPPED	PRESENT STATUS
	6	Trainable	At home
	5	Trainable	Great Bay
	3	Trainable	Rockingham
TOTAL	14	TRAINABLE	

FUTURE CLIENTS

	NO.	HANDICAPPED	PRESENT STATUS
	4	Trainable	Great Bay
	3	Trainable	Rockingham
TOTAL	7	TRAINABLE	

This group broken down by location includes:

POTENTIAL CLIENTS	FUTURE CLIENTS
Seven from Exeter	Two from Exeter
One from Newfields	Two from Newmarket
One from Durham	One from Hampton
Two from Kingston	One from Kingston
One from Hampton	One from Hampton Falls
One from Hampton Falls	

SCHOOL CENSUS

The School Census of Handicapped Children was made in September 1974. The Census is reported annually to the Division of Vocational Education, Special Education Section.

In Supervisory Union #16, 182 students are enrolled in Special Education Programs within the Union and 11 are tuitioned out of the Union for instruction.

In Supervisory Union #14, 32 students are tuitioned out of the Union for instruction. No Special Education Classes are provided within the District.

In Supervisory Union #21, 7 students are in Special Education Programs within the Union and 17 are tuitioned out of the Union for instruction.

(These figures do not include children in Speech Therapy.)

In the following section, a matrix shows the handicapped children being served in all three Unions, followed by a more detailed breakdown by programs, classes, and schools.

	Slow Learner	Educable	Learning Disabled	Emotionally	Physically	Deaf	Blind	Trainable	TOTAL
PRIMARY	4	2	2	1					9
INTERMEDIATE	5	4	1		1				11
JUNIOR HIGH	14	2		2					18
SENIOR HIGH	9	1	6	2	5	1			24
ROCKINGHAM	18	19	8	5			1	6	57
GREAT BAY								3	3
MACFARLAND								5	5
LEARNING CENTER				3					3
MAIN ST. L.D. CLASS			15						15
NEWFIELD L.D. CLASS			14						14
E. KINGSTON L.D. CLASS			5						5
STRATHAM L.D. CLASS			16						16
BRENTWOOD L.D. CLASS			8						8
SCHOOL STREET L.D. CLASS			2						2
OTHER			1			2			3
TOTALS	50	28	78	13	6	3	1	14	193

SCHOOL AGE HANDICAPPED CHILDREN IN PROGRAMS SUPERVISORY UNION #16

Exeter Public Schools

Primary Special Education - 9 children - ages 8-10

4 Slow Learners
2 Educable
2 Learning Disabled
1 Emotionally Disturbed

Lincoln Street Special Ed - 14 children - ages 10-13

5 Slow Learners
4 Educable
1 Physically Disabled
1 Learning Disabled
3 ?

plus 5 part-time - 2 learning disability

Junior High School - 18 children - ages 13-15

14 Slow Learners
2 Learning Disabled
1 Educable with Emotional Problem
1 Emotional Problem

Exeter Area Resource Room - 14 children - ages 14-20

9 Slow Learners
1 Educable
6 Minimal Learning Disable
1 Hard of Hearing
5 Physically Disabled
2 Emotional Problems

Rockingham School - Total 57 children

Fowler - 6 children - ages 7-10
2 Slow Learners
2 Educable
2 Neurological

Bechard - 7 children - ages 8-10
4 Slow Learners
2 Educable
1 Emotional

Mann - 8 children - ages 11-16
4 Slow Learners
3 Educable
1 Emotional

Warner - 8 children ages 8-12
3 Slow Learner
1 Educable
3 Learning Disabled-Neurological
1 Emotional

Cochrane - 9 children ages 10-15
2 Slow Learner
5 Educable
1 Mod. Learning Disabled
1 Emotional

Barlow - 6 children - ages 11-16
6 Trainable

Snow - 6 children - ages 6-9
2 Slow Learners
1 Educable
1 Emotional
1 Neurological
1 Legally Blind

Pierce - 7 children - ages 9-12
5 Educable
1 Slow Learner
1 Neurological - mod.

MacFarland Center - 15 children - ages 2-12

2 year olds - Multiple Handicapped

3 year olds - 1 Trainable
1 Physically Handicapped

4 year olds - 1 Physically Handicapped
1 Speech and Hearing

5 year olds - 3 Emotional
1 Trainable
1 Educable

6 year olds - 1 Trainable

7 year olds - 1 Trainable

8 year olds - 2 Trainable

13 year olds - 1 Trainable Multiple Handicapped

Learning Disability Classes - 59 children

Main St.	15
Newfields	14
E. Kingston	5
Stratham	16
Brentwood	8
School St.	2

Tuition students - 10 children

Rye Learning Center - 3 children - ages 14-20
3 Emotional problems

Great Bay Training Center - 3 children - ages 15-20
3 Trainable

Cardinal Cushing
1 Learning Disabled

Portsmouth Class for Deaf - 1 child

Beverly School for Deaf - 1 child

Home Tutoring - 1 physically handicapped

	Intellectually Handicapped	Educable Retarded	Learning Disability	Slow Learner	Trainable	Multiply Handicapped	TOTAL
JUNIOR HIGH	3	2	1	1			7
GREAT BAY SCHOOL		3	1		2		6
ROCKINGHAM SCHOOL	1	3	2		1	1	8
TREEHOUSE						2	2
HOME TUTORING							1
TOTALS	4	8	4	1	3	4	24

SCHOOL AGE CHILDREN

IN

PROGRAMS IN SUPERVISORY UNION #21

Supervisory Union #21 - Back-up Material

JUNIOR HIGH SCHOOL

Special Class - 7 children - ages 8 to 16 years old

3 Intellectually Handicapped - 8, 9, and 14 years old

2 Educable - 14 and 16 years old

1 Learning Disabilities - 10 years old

1 Slow Learner - 11 years old

TUITION STUDENTS

Great Bay School - 6 children - ages 10 to 19 years old

1 Learning Disability - 10 years old

3 Educable - 14, 18, and 19 years old

2 Trainable - 13 and 18 years old

Rockingham School - 8 children - ages 7 to 15 years old

1 Intellectually Handicapped - 10 years old

2 Learning Disabilities - 9 and 13 years old

1 Trainable - 15 years old

1 Multiply Handicapped - 12 years old

3 Educable - 7 and 10 years old

Treehouse Program, Portsmouth Rehabilitation Center - 2 children - Pre-school age

2 Multiply Handicapped - 4 and 5 years old

Home Tutoring

1 Multiply Handicapped - 12 years old

	Intellectually Handicapped	Slow Learner	Trainable	Educable	Deaf	Neurologically Impaired	Blind	TOTAL
Rockingham School	8	1		3				12
Crochet Mountain					2	1		3
Great Bay Training Center	2		2	4				8
Easter Seal Class, Manchester	4						1	5
Moore School	1							1
Miss Jacques, Manchester	1							1
Salem Special Class	1							1
Other					1			1
TOTALS	17	1	2	7	3	1	1	32

SCHOOL AGE CHILDREN

IN PROGRAMS IN

SUPERVISORY UNION #14

TUITION STUDENTS

- Great Bay School - 8 children - 10 to 17 years old
  - 2 Intellectually Handicapped - 14 and 17 years old
  - 4 Educable - 13, 14, and 17 years old
  - 2 Trainable - 10 and 16 years old
- Rockingham School - 12 children - 5 to 15 years old
  - 8 Intellectually Handicapped - 5 to 12 years old
  - 1 Slow Learner - 12 years old
  - 3 Educable - 11, 14, and 15 years old
- Easter Seal, Manchester - 5 children - 6 to 11 years old
  - 4 Intellectually Handicapped - 6, 9, and 11 years old.
  - 1 Blind - 11 years old
- Crochet Mountain - 3 children - 14 to 17 years old
  - 2 Deaf - 14 and 17 years old
  - 1 Neurologically Impaired - 16 years old
- Moore School
  - 1 Intellectually Handicapped - 17 years old
- Miss Jacques School
  - 1 Intellectually Handicapped - 12 years old
- Salem Special Class
  - 1 Intellectually Handicapped - 15 years old
- American School for the Deaf
  - 1 Deaf - 11 years old

SUMMARY OF HANDICAPPED CHILDREN
IN SUPERVISORY UNIONS #14, #16, and #21
WHO ARE TUITIONED OUTSIDE THE LOCAL SCHOOL

	Intellectually Handicapped	Slow Learner	Trainable	Educable	Learning Disability	Deaf	Blind	Neurologically Impaired	Emotionally Handicapped	Physically Handicapped	Multiply Handicapped	TOTALS
Rockingham School	9	9	6	19	8		1		5			57
McFarland Center			5									5
Great Bay Training Center	2	7	7									16
Rye Learning Center									3			3
Crochet Mountain School						2		1				3
Easter Seal, Manchester	4						1					5
Easter Seal-Treehouse, Portsmouth											2	2
Portsmouth School/Deaf						1						1
Beverly School/Deaf						1						1
Cardinal Cushing School						1						1
Moore Center	1											1
Home Tutoring										1	2	3
Salem Special Class	1											1
American School/Deaf						1						1
Miss Jacques	1											1
TOTALS	18	16	18	19	8	6	2	1	8	1	4	101

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ASSESSMENT
OF
COMMUNITY POTENTIAL

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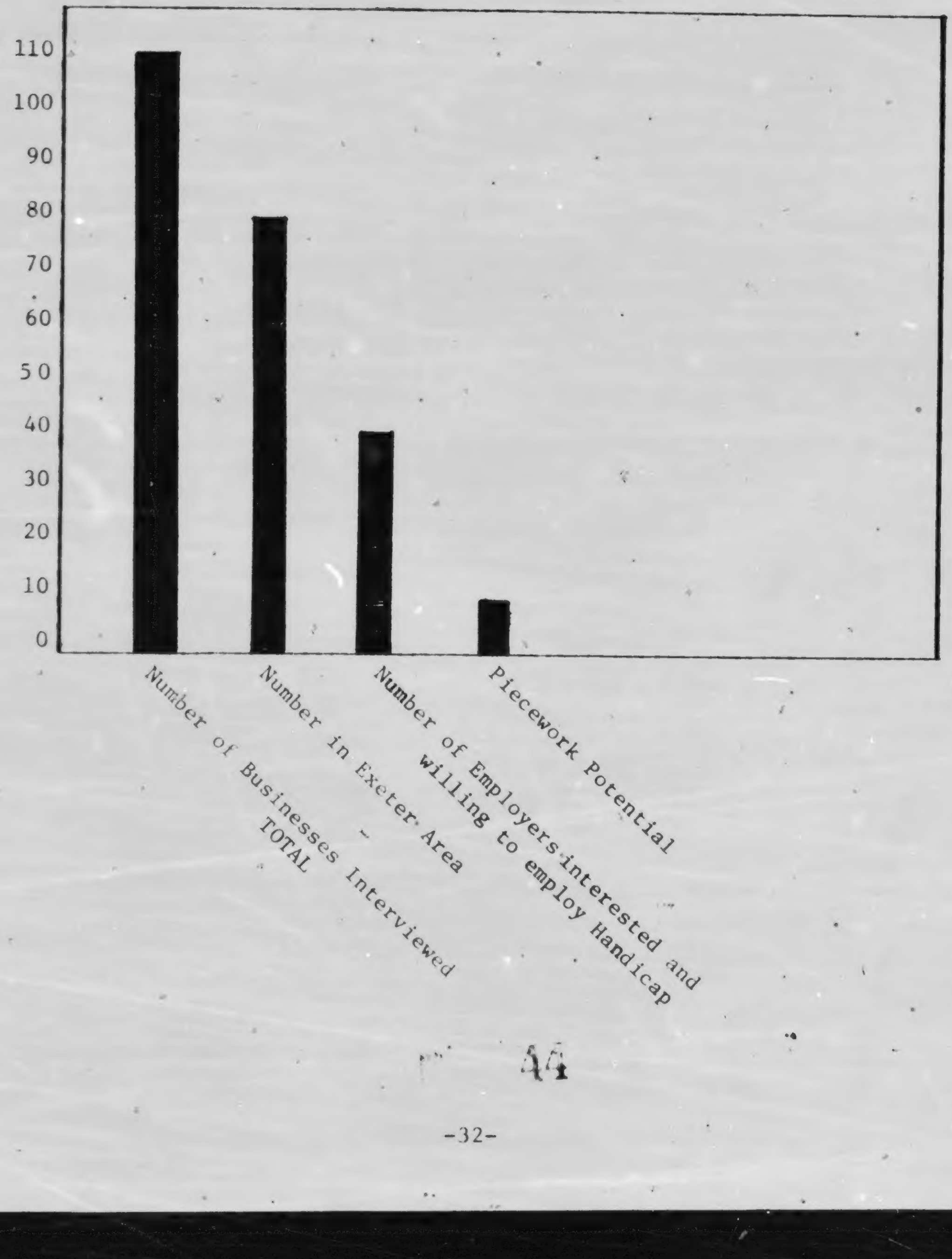
1. DETERMINATION OF POTENTIAL JOB OPPORTUNITIES

Prior to the actual assessment of job opportunities available for the handicapped was begun, the Exeter Chamber of Commerce were contacted. The Project Director met with the Executive Committee of the Chamber to explain the purpose of the project and to solicit their support. The Exeter Chamber of Commerce was most helpful. They not only supplied an annotated list of their members, but also the President of the Chamber wrote each member requesting his cooperation. In addition, two articles were published in the Chamber newsletter in July and August.

A field agent, Mr. Glenn Roundy, conducted 108 interviews during August and September. Seventy-nine of these were conducted in the Exeter and twenty-nine in the Hampton area. Of the 108 people contacted, forty employers were interested in employing the handicapped including those who were interested, those who had specific jobs, and those who might have piecework.

The Exeter and Hampton Rotary Clubs expressed interest in the project. The Project Director was invited to each club to make a presentation. An information booklet describing the project was distributed to each group. In addition, the Exeter Lions Club has expressed interest in the project. Due to the timing of the grant, many service clubs were not meeting during the summer and their early fall meetings were already scheduled.

SUMMARY OF INTERVIEWS



Employment Opportunities in the Business Community which are available include Four Major Areas.

1. Supermarkets - baggers, produce wrappers, meat wrappers
2. Car Dealerships - lot boys, cleaning and washing automobiles
3. Restaurants - dishwashers
4. Nursing Homes - food service, housekeeping

Two institutions expressing interest and offering potential employment included:

1. Exeter Hospital - grounds crew
   food service
   linen service
   glass washer
2. School Supervisory Union #16 - janitorial
   food service

The material which follows was gathered in the interviews and includes:

1. Interested Employers
2. Piecework Opportunities
3. Business and Industries Interviewed
4. Business and Industries Interviewed in Exeter Area

Businesses and Industries Interested in Employing the Handicapped

1.	Exeter Depot Restaurant dish washing, pot washing, some kitchen work	Thomas Burke	772-2059
2.	Knibbs' Garden Center extensive moving & lifting, working with public	James Churchill	772-2685
3.	Good Old Days Tavern odd jobs, maintenance work, dish washing	Mr. Fronan	778-8033
4.	Exeter Dodge washing cars - lot boy	Mr. Bond	772-3727
5.	Dreher-Holloway washing & cleaning cars	Walter Lang	772-4787
6.	Exeter Hospital in food service, linen service, glass washing.	Dick Warner	772-5935
7.	Carrol's Restaurant maintenance, cleaning, food preparation	Robert Brown	778-8941
8.	Peter Pan Pancake House dishwashing & kitchen work	Mrs. Benson	772-4552
9.	McDonald's Restaurant maintenance & food preparation	Peter Comperchio	778-8919
10.	Kurtz Restaurant dishwashing & kitchen help	Carrol Bennett	778-8974
11.	Beverly Manor Convalescent Home housekeeping & kitchen help	John Gilmore	778-8174
12.	Exeter Inn dishwashing	William Gosselin	772-5901
13.	Exeter & Hampton Electric Co.	John Robinson	772-5916
14.	The Seafood Center kitchen help	Richard Velti	772-5811
15.	First National Store produce & meat wrapping, bagging	Alfred Stanley	778-8180
16.	Patterson Ford Sales washing & cleaning cars	Henry McFarlene	772-5953

17.	Mr. G's Supermarket produce & meat wrapping, bagging	Dennis Sullivan	772-3701
18.	Loaf & Ladle Restaurant pot washing, kitchen help	Joan Harlow	778-8955
19.	Shaw's Supermarket produce & meat wrapping, bagging	Christopher Denison	778-8545
20.	Mac's Lunch kitchen help, food preparation	Dick Mimnon	778-8979
21.	Marlow Motor Company washing & cleaning cars	Richard Markie	772-3736
22.	Raymond E. Lord, Inc. washing & cleaning cars	Raymond E. Lord	778-8400
23.	Grand Union produce & meat wrapping, bagging	Francis Zimmerman	778-8959
24.	Kingston-Warren Co., Inc. machine operator	Harold Hood	772-3771
25.	Supervisory of School Union #16 food service, janitorial work	Dan Durgin	772-4306
26.	Phillips Exeter Academy dishwashing, kitchen help in Dining Halls	Donald Doane	772-4311
27.	Lamie Tavern kitchen help, dishwashing, food preparation	Kay Reed	926-8916
28.	Scott Pontiac washing cars, lot boys	Mr. Scott	926-3355
29.	Seacoast Health Center housekeeping, kitchen help	Daniel Trahan	926-4451
30.	Wallace Chevrolet cleaning and washing cars	Mr. Wallace	926-3771
31.	Charles Green Co.	Arthur Hamilton	926-3975

Businesses Interested by Categories

Supermarkets	Person Interviewed	Opportunity for Employment	Telephone
First National Store	Alfred Stanley	Yes	778-8180
Mr. G's Supermarket	Denniss Sullivan	Yes	772-3701
Shaw's Supermarket	Christopher Denison	Yes	778-8545
Grand Union	Francis Zimmerman	Yes	778-8959

Nursing Homes	Person Interviewed	Opportunity for Employment	Telephone
Beverly Manor Convalescent Home	John Gilmore	Yes	778-8171
Goodwin Nursing Home	William Gilmore	Yes	772-4915
Eventide Nursing Home	Miss Robie	No	772-5743

Car Dealerships	Person Interviewed	Opportunity for Employment	Telephone
Exeter Dodge	Mr. Bond	Yes	772-3727
Dreher-Holloway	Walter Lang	Yes	772-4787
Toyota of Exeter	Dewey Piche	No	778-8134
Wentworth Motor Co.	John Wentworth	No	772-5975
Patterson Ford Sales	Henry McFarlene	Yes	772-5953
Miller Motor Sales	Fred A. Miller	No Maybe piecework	772-2316
Foss Motor Company	Mr. Foss	No	772-3702
Marlow Motor Company	Richard Markie	Yes	772-3736
Raymond E. Lord, Inc.	Raymond E. Lord	Yes	778-8400

Institutions	Person Interviewed	Opportunity for Employment	Telephone
Exeter Hospital	Dick Warner	Yes	772-5935
Supervisory Union #16	Dan Durgin	Yes	772-4306
Exeter Clinic	William White	No	772-4791
Phillips Exeter Academy	Donald Doane	Yes	772-4311

Restaurants	Person Interviewed	Opportunity for Employment	Telephone
Exeter Depot	Thomas Burke	Yes	772-2059
Good Old Days Tavern	Mr. Fronan	Yes	778-8033
Carrol's Restaurant	Robert Brown	Yes	778-8941
Peter Pan Pancake House	Mrs. Benson	Yes	772-4552
McDonald's Restaurant	Peter Comperchio	Yes	778-8919
Kurtz Restaurant	Carrol Bennett	Yes	778-8974
Exeter Inn	William Gosselin	Yes	772-5901
The Seafood Center	Richard Velti	Yes	772-5811
Loaf & Ladle Restaurant	Joan Harlow	Yes	778-8955
Mac's Lunch	[illegible]		8979

Interested Employers

Charles E. Green Company	Arthur Hamilton	926-3975
Lamie's Tavern	Kay Reed	926-8916
Scott Pontiac	Mr. Scott	926-3355
Seacoast Health Center	Daniel Trahan	926-4551
Wallace Chevrolet	Mr. Wallace	926-3771

Piecework

Cahill Box Company	James Whalen	926-3391

A list of all businesses, industries, and institutions interviewed including the name of the company, the person interviewed and the opportunity available is included below:

EXETER AREA BUSINESSES CONTACTED

Name	Person Interviewed	Opportunity for Employment	Telephone
Exeter Depot Restaurant	Thomas Burke	Yes	772-2059
Knibbs Garden Center	James Churchill	Yes	772-2685
Louise's Sport Shop	Peter Martegani	No	772-3257
Knit Knack Yarn Shop	Patricia Ostendorf	No	772-5900
Hood Old Days Tavern	Mr. Fronan	Yes	778-8033
Exeter Dodge	Mr. Bond	Yes	772-3727
Dreher-Holloway	Walter Lang	Yes	772-4787
Exeter Co-operative Bank	David Merrill	No	772-5964
Exeter Hospital	Dick Warner	Yes	772-5935
Carrol's Restaurant	Robert Brown	Yes	778-8941
Squamscott Press	Robert Cooper	No	772-3232
Peter Pan Pancake House	Mrs. Benson	Yes	772-4552
Goodwin Nursing Home	William Gilmore	Yes	772-4915
Exeter Auto Supply	Allan Lambert	No	772-4379
McDonald's Restaurant	Peter Comperchio	Yes	778-8919
Exeter Banking Company	Mr. Ford	No	772-4761
Moe's Deli		No	772-3990
Kurtz Restaurant	Carrol Bennett	Yes	778-8974
Stratham Lumber Company	Mr. Perkins	No	772-3031
Chet's Mens Store	Mr. Mannix	No	772-5932
Toyota of Exeter	Dewey Piche	No	778-8134
Globe Department Store	Mr. Garvin	No	772-6006
Wentworth Motor Company	John Wentworth	No	772-5975
Grant City	Mr. Breinerhoff	No	772-9376

Name	Person Interviewed	Opportunity for Employment	Telephone
Village Paint & Wallpaper	Harold Aldrich	No	772-2332
Young's Hardware Store	Fred Seavey	No	772-5741
Exeter Inn	William Gosselin	Yes	772-5901
Exeter & Hampton Electric Company	John Robinson	Yes	772-5916
Western Auto Associates Store	Stephen Clark	No	772-2731
Chemtan Company, Inc.	William Creighton	No	772-3741
Exeter News-Letter Co.	Harry B. Thayer, III	No	772-4744
Clemson Automotive Fabrics	Larry Wood	No	772-5943
The Seafood Center	Richard Velti	Yes	772-5811
First National Store	Alfred Stanley	Yes	778-8180
Patterson Ford Sales	Henry McFarlene	Yes	772-5953
Mr. G's Supermarket	Dennis Sullivan	Yes	772-3701
C. M. Dining	Carl M. Dining	No	772-2153
Wentworth Lumber Co.	Francis Wentworth	No	772-5933
Exeter Handkerchief Co.	Mr. Gaucher	No	772-5621
Miller Motor Sales	Fred A. Miller	No possible piecework	772-2316
Foss Motor Company	Mr. Foss	No	772-3702
Harry's Shopping Center	Harry Froman	No	772-4281
Portland Glass	Marty Drew	No	772-9301
Loaf & Ladle Restaurant	Joan Harlow	Yes	778-8955
Shaw's Supermarket	Christopher Denison	Yes	778-8545
Mac's Lunch	Dick Minmom	Yes	778-8979
Marlow Motor Company	Richard Markie	Yes	772-3736
Raymond E. Lord	Raymond E. Lord	Yes	778-8400
Styles Drug Store	Frank E. Styles	No	772-4377

Name	Person Interviewed	Opportunity for Employment	Telephone
Dunkin' Donuts	Mr. Trudeau	No	778-8995
Weeks Restaurant	Mrs. Mannix	No	772-5058
Exeter Clinic	William White	No	772-4791
Cumberland Farms		No	778-8901
Youland's Department Store	Walter R. Lumb, Sr.	No	772-5292
F. W. Woolworth Company	Alice Weems	No	772-2522
Beverly Manor Convalescent Home	John Gilmore	Yes	778-8171
Abbots	Abbot Tenenbaum	No	772-3202
Foster's Daily Democrat	Mike Garman	No	778-8180
Moody's Mens Clothing Store	William F. Moody	No	772-3322
Sears, Roebuck & Company	George St. Armour	No	772-4721
Burnhan Dry Cleaners	Richard F. Burnham	No	772-2840
Grant's Pharmacy	Clifford Zilch	No	772-2251
Pizza Hut Restaurant	Peter Callioras	?	772-4841
House of Travel	John Grew, Jr.	No	772-4738
Kenison's Floor Covering	Lyman Kenison	No	772-3881
Bell & Flynn Construction	John W. Flynn	No	772-4396
Haley's Television	Charles J. Haley	No	772-3112
Exeter Flower Shop	Larry Nason	No Piecework ?	772-3421
Exeter Bookstore	Douglas A. Snow	No Piecework	772-5181
Rila Precast Concrete	Joseph Gaulin	No	772-5301
Grand Union	Francis Zimmerman	Yes	778-8959
Kingston Warren Co., Inc.	Harold Hood	Yes	772-3771
Supervisory Union #16	Dan Durgin	Yes	772-4306

Name	Person Interviewed	Opportunity for employment	Telephone
Brando's Restaurant	Mr. Young	No	778-0551
Eventide Nursing Home	Mrs. Robie	No	772-5743
Exeter Area Visiting Nurse Association	Audrey Castle	No	772-2981
Exeter Car Wash	Robert Harrington	No	772-6965
GTE Sylvania	Mr. Doyer	No Piecework	772-4331
Phillips Exeter Academy	Donald Doane	Yes	772-4311

HAMPTON AREA BUSINESSES CONTACTED

Name	Person Interviewed	Opportunity for Employment	Telephone
A & P Food Stores	Ernest Dufour	No	
Cahill Box Company	James Whalen	No Piecework	926-3391
Callahan Oil Company	John J. Callahan	No	926-3372
Clark Ford Sales	Peter Clark	No	926-3328
Depot Honda, Inc.		No	926-5720
Eames Furniture Store	Harold Eames	No	926-2152
Eno of Hampton	Paul Eno	No	926-8733
Filley's Marine	Carl Filley	No	964-8522
Garnett Lumber Company	Ray Garnett	No	926-3312
Grant's Department Store	Mr. McNemy	No	964-5153
Mr. G's Supermarket	Jim Royle	No	964-8121
Charles E. Greer Co.	Arthur Hamilton	No	926-3975
Lamie's Tavern	Kay Reed	Yes	926-8916
Mel's Auto & Truck Sales	Ed Mulcahy	No	964-5153
Pearse Leather Company	Mr. Pearse	No	926-3304
Rowell Lumber Company	Mr. Rowell	No	964-5538
Scott Pontiac	Mr. Scott	Yes	926-3355
Seacoast Health Center	Daniel Trahan	Yes	926-4551
Taylor Ford Equipment Sales	Mr. Taylor	No	964-5517
Village Hardware	Herb Trofatler	No	926-8588
Wallace Chevrolet	Mr. Wallace	Yes	926-3771
Wellby Drug Store	Bob Lang	No	964-5105
Wicke Lumber		No	926-7626

2. PIECEWORK OPPORTUNITIES

A list of possible piecework opportunities available was developed as a result of the interviews. The name of the company, the person contacted, and a description of the piecework is included below.

Miller Motor Sales Fred A. Miller 772-2316

This work would involve packaging the parts of a device which increases oil burner efficiency. It involves packaging sixteen parts weighing maybe ten pounds.

Exeter Flower Shop Larry Nason 772-3421

Piece work would be to make flower stems, a matter of wrapping material around a netting core.

Exeter Bookstore Douglas A. Snow 772-5181

Work involves packaging small clips and other pieces, primarily counting skills.

GTE Sylvania Mr. Doyer 772-4331

Would involve attaching conductors to light bulb filaments, requires an ability to perform delicate work.

Cahill Box Company James Whalen 926-3391

Build wooden packing skids to their specifications.

Prosper, Shevenell & Son Dick Dearborn
40 Maple Street
Dover, New Hampshire (shoe company)

JOB DESCRIPTIONS

3. Employers indicating an interest in the project were helpful in developing job descriptions for those jobs which would provide an opportunity for employment.

A description of those jobs follows:

Institutions

Exeter Hospital

Grounds crew - involved with mowing lawns, raking leaves, sweeping sidewalks and driveway, and trimming shrubbery.

Food service - washing pots, pans, dishes, and helping with food preparation and serving.

Linen service - transporting clean and dirty linen, sorting linen, and storing linen.

Glass washer - washing laboratory glassware.

Supervisory Union #16

Janitorial - sweeping floors, emptying wastebaskets, arranging desks, and performing a variety of maintenance functions.

Food service - helping with the preparation of food, serving and helping with clean-up.

Restaurants

Dishwashers - washing pots and dishes. In many cases this involves operating a mechanical dishwasher. Work would involve clean-up responsibilities and possibly some kitchen work.

Nursing homes

Food service - working as a pot and dishwasher; assisting in food preparation, serving, and clean-up operations.

Housekeeping - cleaning hallways and rooms, possibly making beds. Responsibilities would reflect the abilities of the individual.

Supermarkets

Baggers - putting customer purchases in bags and helping them carry said purchases to the car. In smaller and lower volume stores, they may have to perform some stocking functions and related duties.

Produce wrappers - individuals put produce on trays, wrap with cellophane, put through the heat sealer, weigh and price. This work is highly repetitive but requires careful attention to pricing part of the operation.

Meat wrappers - performing an operation similar to a produce wrapper only in the meat department.

Car Dealerships

Lot boys - responsible for washing, cleaning, waxing jockeying automobiles. If an individual can drive, he has a much greater chance of achieving success in this position.

SHELTERED WORKSHOPS

4. The field supervisor for the project, Mrs. Nancy Warren, visited existing Sheltered Workshops and Vocational Programs for the handicapped in the area. In consultation with the Project Director, a questionnaire was developed for this phase of the project.

The following programs were visited.

1. Great Bay School and Training Center
   Newington, New Hampshire
2. Monadnock Workshop, Inc.
   Peterborough, New Hampshire
3. Mount Hope Rehabilitation Workshop
   Nashua, New Hampshire
4. New Horizons Workshop
   Keene, New Hampshire
5. Sullivan County Rehabilitation Center
   Claremont Vocational Technical College
   Claremont, New Hampshire
6. Vocational Development Center, Evaluation Unit
   Manchester, New Hampshire
7. William J. Moore Development and Training Center
   Manchester, New Hampshire
8. Work Activities Center, Inc.
   Haverhill, Massachusetts

A detailed description of each program follows.

NAME: GREAT BAY SCHOOL AND TRAINING CENTER

ADDRESS: Newington, New Hampshire 03801

TELEPHONE: 436-2014

DIRECTOR: David F. Wader, Administrator

Patricia M. Schalebaum, Evaluation and Training Supervisor

Raymond Davis, Plant Manager

STAFF:

The staff of the Rehabilitation Department at Great Bay includes a coordinator of rehabilitation services, a vocational evaluator, two social workers involved with case management and placement, and the school nurse. The staff of the workshop includes an evaluation and training supervisor, a work adjustment supervisor, three production supervisors, and three other supplemental staff. In addition to these positions, there are two supervisors in each program of food services, thrift shop, and custodial maintenance.

BACKGROUND AND PHILOSOPHY:

The Great Bay Center was established "to serve the mentally retarded and handicapped population of all ages who are incapable of being educated properly and efficiently through ordinary classroom or training instruction and who can benefit from its services." The goals of the workshop program are vocational evaluation, training, and job placement for all of those clients that it serves.

REFERRALS:

The Great Bay Center serves the geographical area of New Hampshire and southern Maine within a thirty-mile radius on a daily, commuting basis. Clients from other areas of New England are also served by the program by residing in foster homes in the area. Foster home care is considered an integral part of the rehabilitation program, assisting clients in the socialization and normalization process. There are about 25 clients currently residing in foster homes. The social worker provides the laison between the foster home and the center in order to make this a successful part of the client's rehabilitation process. Clients are referred to the Great Bay Center by local school districts in New Hampshire and Maine, VR, and other social service-health care agencies.

FUNDING AND MANAGEMENT:

Funds to operate the Great Bay programs are provided from tuitions paid by the sending school districts, fees for evaluation and training paid by VR and other agencies, and monies raised by various fund raising efforts.

The Coordinator of Rehabilitation Services is the manager of the Rehabilitation Team and has the primary responsibility to make sure that the client's needs are successfully met. This coordinator is directly responsible to the administrator. The Vocational Evaluator is responsible for establishing and operating the specific evaluation and assessment programs.

The Center is a legally constituted non-profit corporation, with a governing Board of Trustees who employs a full-time administrator and delegates to him the authority and responsibility for the management of the affairs of the Center.

EVALUATION PROCESS:

Upon completion of the intake evaluation, a program is developed for the client to provide him with a work evaluation program. This will measure his employment potential through the use of testing, job tryouts and work samples, and comprehensive observation by the entire rehabilitation staff. This will be followed by training in an appropriate occupational skill leading to job placement or placement in the work activity program for those more limited clients who require long term, supervised employment. The primary goal for all clients is to provide an opportunity for them to gain in skills - both social and work - so they can successfully return to the community.

TYPES OF CLIENTS:

The Great Bay Training Program works with clients who are mentally retarded (EMR and TMR) and over the age of sixteen. Many of these clients attend the Great Bay school and may, at the age of sixteen, enter a transitional work study program for a portion of the day (usually 3 hours).

PROGRAMS AND SERVICES:

Great Bay Industries, a sheltered workshop, provides vocational training and/or long-term employment for handicapped clients over the age of sixteen. Programs concerned with evaluation, training and comprehensive rehabilitation, will then provide the client with a job placement or, if this goal is not feasible, provision of long-term employment in their work activity program. The work adjustment training is flexible so as to develop work tolerance, motivation to do productive work, self-reliance, and good interpersonal skills. The case manager and the client's supervisor work closely throughout his rehabilitation process.

SUB-CONTRACTS:

The Great Bay Industries uses sub-contract work from local industry in salvage work and the manufacture of goods. These include such jobs as: assembly of wooden road barricades, picnic tables, bulk mailing, quality control, and salvage of surplus goods. Training programs are also available in custodial maintenance, retail sales (thrift shop), and food service (kitchen program).

COMMUNITY SUPPORT:

This is well established in the Seacoast-southern Maine area. Annual fund drives and concentrated effort by an enthusiastic parents group has kept the program well within the attention of the public. Current rethinking of program will redefine priorities and the kinds of programs that should be continued at the Center.

NAME: MONADNOCK WORKSHOP, INC.
MAIN STREET
PETERBOROUGH, NEW HAMPSHIRE

TELEPHONE: 924-6359

DIRECTOR: Mr. Philip Waterman

STAFF:

The staff at this workshop includes a director who also serves as the workshop manager, vocational evaluator, and two-three vocational instructors. The services of the vocational counselor are obtained from the regional VR office and those services of the psychologist are contracted for from Family Mental Health. One of the staff who has a background in special education has recently taken the training program in work evaluation and rehabilitation offered at the University Wisconsin-Stout at Menomonie, Wisconsin.

BACKGROUND AND PHILOSOPHY:

This workshop program developed directly from a need in the local area for a training program for the handicapped. In acceptance for evaluation and training, it must be determined that the handicap hinders the client's ability to function within a normal educational, vocational, or work environment.

The workshop, founded by the Monadnock Association for Retarded Children, opened in the fall of 1971 with twelve mentally retarded clients. Priority for acceptance into the program is given to the mentally retarded; however, all types of physical handicaps are also accepted. Acceptance is based on the premise that the workshop can provide the client with a valid program and that a more appropriate program is not readily available.

REFERRALS:

Clients are referred to the workshop from local school districts, Vocational Rehabilitation, social service agency, development center, Office of Mental Retardation, Visiting Nurses Association, and Family Mental Health and Counseling (Keene).

FUNDING AND MANAGEMENT:

The workshop program is funded from several sources that include tuitions paid by local school districts (state average tuition liability), VR referrals for evaluation and training, OMR-4A funding for the work activities program, and a small annual fund drive that utilizes a selective mailing list. The program is organized under a board of directors that includes three members of the local ARC, two parents of clients, two educators, and two interested citizens from the community (business or finance). This board meets on a regular basis with the director of the workshop.

EVALUATION PROCESS:

When a client is referred to this center for evaluation, the information is gathered while the client works on valid work projects. Behavioral observations (including peer interaction), work behavior, work habits, attitude, appearance, and supervision are noted and recommendations are made by the staff. Most clients are observed for at least one month with a pre and post test used to determine improvement. A written evaluation is then sent to the referring agency with possible recommendation for community job placement, or placement in the sheltered workshop, or work activity program.

TYPES OF CLIENTS:

All clients are at least 16 years of age (unless waived for special circumstance) and exhibits such handicaps as mental retardation, physical disabilities, blindness, and epilepsy. There are currently 30 clients in the program. This is the maximum number that their current building (old firehouse) can handle. They are considering opening a satellite workshop in Milford, New Hampshire where the living circumstances and economic situation would provide a good match. The age of these clients range from 16 - 65 with the highest concentration at 19.

PROGRAMS AND SERVICES:

The workshop provides a wide variety of services including: vocational training, work and personal adjustment training, vocational evaluations, on-the-job training, work activities program, and an adult literary program where the goals are established by the client and the program supervised by the staff.

SUB-CONTRACTS:

The sub-contracts being used at this workshop include painting, assembly, packaging, quality control, trimming and pressing of new garments, labeling, bulk mailing, and preparation of packaging material. Other work jobs performed by the clients include yard work, domestic work, and a car wash and automotive reconditioning program.

COMMUNITY SUPPORT:

Community support appears to be fairly good. A selective kind of fund drive is conducted each year with good results. The success of placing clients in jobs in the community has not been very successful. This may be due, in part, to the young age of the initial group of trainees. The situation may also reflect the general economic status of the area with resulting unemployment.

NAME: THE MOUNT HOPE REHABILITATION WORKSHOP (PLUS)
51 LAKE STREET (rear)
NASHUA, NEW HAMPSHIRE 03060
TEL: 889-0652

DIRECTOR: Mr. Gardner R. Conley

STAFF:

The staff at the PLUS company (people learning useful skills) includes the executive director, three instructors, one vocational counselor who is also responsible for job placements for clients, and a secretary. At the present time procurement of sub-contracts is handled by the director.

BACKGROUND AND PHILOSOPHY:

The Mount Hope Rehabilitation Workshop is sponsered by the Nashua Association for Retarded Children, Inc., a non-profit organization that serves the greater Nashua communities. The workshop was formed to promote the general welfare of mentally handicapped people in the Nashua areas and opened on September 6, 1972. It began it's operation with ten clients in the basement of the Mount Hope School but very soon outgrew that facility and so moved to its present location in the rear of a large factory on Lake Street in downtown Nashua.

A transitional workshop program, referred to as Program A, was developed to provide vocational evaluation and assessment, job training, and job placement. Within the first year of operation the workshop had more than doubled in size and significantly diversified its program. Through the New Hampshire Department of Mental Health, Office of Mental Retardation, and the New Hampshire Division of Welfare, the workshop secured funds (IVA) to start an extended work program for the more severely handicapped who needed gainful employment but who were excluded from any competative job market due to the severity of their handicap. This program, referred to as Program B, started operation in January, 1974 and is currently providing extended sheltered employment for about five - ten severely handicapped persons. These clients are paid on a piece work basis.

The purpose of the workshop is to provide programs to promote work adjustment and social adjustment skills for handicapped persons to raise their level of functioning so that they might lead more independent lives and possibly enter the competative job market.

The workshop is open all year, five days per week, and its operation is determined by a Board of Directors that meets with the executive director each month to determine policy and formulate the overall administration of the workshop. The sponsering association is a member of the New Hampshire and National Association for Retarded Citizens. The workshop is a member of the International Association of Rehabilitation Facilities and the National Rehabilitation Association.

REFERRALS:

Clients are referred to the workshop by the Nashua school district, Mount Hope School, Vocational Rehabilitation, Department of Welfare, and other social agencies. Seven of the clients are involved in the workshop program in the morning, and attend the Mount Hope School in the afternoons. Upon referral, all clients are placed in the transitional workshop program for at least a two-week informal observation period. Determination for further evaluation work adjustment training, job placement, or transfer to Program B (extended workshop) is made at the end of this initial observation period.

FUNDING:

The workshop operation is funded from local school district tuitions, Vocational Rehabilitation government funds (Social Security Act - IVA), subcontracts, and funds provided by the sponsering organization, New Hampshire Association for Retarded Citizens.

EVALUATION PROCESS:

Each client is placed on a two week informal observation period where worker traits, social adjustment, and job potential are observed by the total workshop staff. No standardized testing is used for their evaluation but rather, all behaviors are observed from real work and job samples. All intake information is reviewed, including school, medical, social history, psychological evaluation, and VR information. An individualized program of further evaluation and training is then developed for the client that may include continued academic training, social adjustment, work adjustment, on the job training, job placement, or placement in extended workshop. The vocational counselor becomes involved with the client in the workshop and with him and his family at home (all of these clients are living at home at the present time). Some of the clients take field trips to various factories and industries around Nashua as still another part of the training process. The clients are instructed in how to bank their earnings and eat in a restaurant every other week as part of their training in independent living.

TYPES OF CLIENTS:

The majority of the clients attending the Mount Hope workshop are mentally retarded. Many of them present multi-handicaps including: visually and hearing impaired, cerebralpalsied, etc. The chronological age range (C.A.) of the clients is 18-33 with about equal distribution between male and female. At the time of the observation, there were thirteen clients in the program with a maximum capacity in present quarters for twenty.

PROGRAMS AND SERVICES:

At the present time, the workshop offers three major programs in addition to the evaluation unit. It offers a program for young handicapped adults, ages 16-21, as a part-time job experience in conjunction with their school work. Secondly, it offers a transitional training program for handicapped adults who have completed their formal education, but due to lack of specific training in an appropriate job skill, they have been unable to successfully enter the competative job market. And thirdly, the workshop offers a program for the more severely handicapped persons, who, because of severe impairment, require extended employment in an extended workshop. Within each of these programs, the necessary training is provided in work adjustment, personal adjustment, and learning a vocational skill. Follow up is provided by the counselors for those clients who are placed in jobs in the community. Currently, fifteen clients have been placed in community jobs, including general factory work, general maintenance and private home domestic work.

SUB-CONTRACTS:

This workshop has been able to secure a variety of sub-contracts which allows for the observation of many different kinds of worker traits within the evaluation process. In addition, the large number of sub-contracts allows for continued work activity in this program. Obviously, the greater concentration of industry in Nashua and its proximity to Boston increase the availability of contracts. Some of the sub-contracts included: ball point pen assembly, salvage jobs (cleaning resistors for further use), taking apart pill boxes, assembling and gluing envelopes and boxes, cutting plastic sealers, collating, bagging pet food and litter shavings, assembling bug lights, making Christmas wrapping bows (using rossette bow making machine).

COMMUNITY SUPPORT:

Seems to be well established. Increased emphasis being placed on getting the word out to community. Procurement of sub-contracts is a continuing aggressive goal with the program. They can still admit additional clients into present program.

NAME: NEW HORIZONS WORKSHOP
275 WASHINGTON STREET
KEENE, NEW HAMPSHIRE

TELEPHONE: 352-7007

DIRECTOR: Mr. James Haddock

STAFF:

This workshop is a part of a large program that includes a development center (including early intervention), a pre-vocational program, and a cottage industries (homebound) program. The staff at the workshop includes a vocational director, workshop manager, contract procurement person, a coordinator of the new cottage industries (assisted by two client helpers), and three floor counselors. There are plans to include an additional person on the staff who would go into industry and actually perform the job for a period of time. He would then return to the workshop and interpret to the client all of the details of the job in language that he could understand. At the present time, a VR counselor consults with the workshop staff about once a week. There is a nurse available to the program who functions as a liaison between parent and program.

BACKGROUND AND PHILOSOPHY:

The New Hope-New Horizons Corporation has been in operation for about seven years. Within this past year, it has under gone some significant changes in structure, physical plant, and service delivery. The original Title IV-A contract funded the five separate units of the program. They were the pre-school program, the New Hope Development Center, the New Horizons Workshop, the New Cottage Industries (Homebound), and the administration. The goal for all of these programs is the same: the normalization of the life style of the developmentally disabled.

The vocational programs now operate out of a building in downtown Keene. The property is located across the street from the local recreation center where there is a gym that the clients can use for recreational persuits. This building houses the extended work activities program and the cottage industry (homebound) program operates out of there too. Another phase of the vocational program is the pre-vocational program. The emphasis of this program is to offer to the young adolescent clients (C.A. 13-17 and formerly in the development center) opportunities to learn "survival" kinds of skills. Individual goals are established for each client stressing habitational or domestic skills. They plan and prepare their meals, including food purchase and cleanup. They perform some of the general custodial jobs and general maintenance in the building and learn to attend to tasks for a prolonged period.

The workshop is organized on the extended work activities model where the client will remain for an indefinite period of time. The emphasis is on life style and not job placement in the community.

These two programs although housed in separate buildings, often share staff, program, and other resources.

REFERRALS:

Clients in this program are referred by the local school district, VR (especially new cottage industry clients), Monadnock Community Services, Welfare, VNA, etc. There are currently about fifty clients in the total workshop program (12 in work activities program and 45 in homebound program). Most of the workshop clients are mentally retarded whereas in the homebound program, many of the clients exhibit a physical disability as the primary handicapping condition. The ages of the clients range from 17 to adult. The program services only those residents of Cheshire County.

FUNDING AND MANAGEMENT:

The program is funded by a variety of sources. The local school district pays the required state average tuition reimbursement for all clients under 21. As a result of some rather unique legislation written into the statutes of Cheshire County, the county must provide a portion of the funds for special education programs (when it is determined that this money is necessary to maintain the program). Additional funds come from OMR-Title IVA, VR, and the United Fund. The Board of Directors is made up of 14 citizens of the area - young, aggressive in the task of providing services, and very willing to work. It would appear that the director of the total program enjoys a good working relationahip with the board.

EVALUATION PROCESS:

Emphasis is on normalization with the established goals and objectives established to work toward this outcome. A typical VR referral, evaluation, job placement has not been the usual situation up until now. This VR philosophy implies constant turnover of clients in order for them (VR) to sustain continued funding. This necessitates working with higher level clients who can be trained and then placed on jobs in the community. However, this emphasis on extended work activity seems to be changing at the New Horizons Workshop. There is a tentative plan to establish a sheltered workshop in the near future with a total program of evaluation toward training and placement.

TYPES OF CLIENTS:

Mentally retarded, physical disabilities are the major handicapping conditions represented in the program.

PROGRAMS AND SERVICES:

The workshop offers an extended employment situation, parent counseling and training, and limited vocational evaluation. It can pull from the comprehensive services available in other components of the total program when this is determined necessary. The program is now in the process of writing behavioral contracts with local school system who will then in turn contract for certain services.

SUB-CONTRACTS:

The sub-contracts at the present time seem to be in somewhat limited supply. It has been suggested that procurement may have to go outside the Cheshire County area in order to get sufficient work. Salvage operations and simple assembly jobs were being done. An interesting part of this total facility is the New Cottage Industries - established in 1973. The program serves about 45 clients who work in their homes after they may have received an initial training period in the shop. They are supplied with all of the materials necessary to carry out the sub-contract activity and are paid for piece work production based on a job rate of $2.50 per hour. Many of these clients are not mentally retarded but exhibit physical and emotional handicaps and most are referred to the program from VR. New Cottage Industries provides a much needed service to Cheshire County. The program operates a store in the workshop building and they often exhibit their craft products at craft fairs in the area.

COMMUNITY SUPPORT:

This support seems to be well established which probably reflects the aggressive efforts of the staff and the generally favorable attitude of the community. The strong emphasis on equal rights for the retarded (part of the normalization process) gets these clients into the community awareness more often then would otherwise occur.

NAME: SULLIVAN COUNTY REHABILITATION CENTER
NEW HAMPSHIRE VOCATIONAL TECHNICAL COLLEGE
HANOVER STREET EXTENSION
CLAREMONT, NEW HAMPSHIRE 03743
TEL: 542-6900

DIRECTOR: Bernard Mucci

STAFF:

The staff at this workshop includes a secretary who conducts the intact interview on each client, contract procurer, work shop supervisor, workshop instructor, work activities instructor, and part-time clerical help. When indicated, the services of a psychologist are obtained from the local mental health clinic.

BACKGROUND AND PHILOSOPHY:

In early 1973, under the direction of the Southwestern Area Manpower Planning Board, a committee was established to investigate the need for a rehabilitation center (sheltered workshop) in that area of New Hampshire. Two surveys were conducted to identify those industries willing to cooperate by offering subcontracts and job placement and to determine the number and location of handicapped persons, sixteen and over, who might benefit from such a program. These surveys were completed and on April 3, 1973, a board of directors was appointed to establish a non-profit, social agency for the purpose of training mentally and physically handicapped persons This board meets six times each year and the executive board meets once each month. With the Sullivan County Commissioners acting as fiscal agents, funds were secured through the Emergency Employment Act to hire a director to work on the development of the center. The initial survey conducted to determine need indicated that there were approximately 1000 handicapped persons in that geographic area in need of vocationally oriented services. A questionnaire sent out by the survey committee indicated at least thirty-three individuals who might benefit from such a program. Still another thirty or so were seen by the

Sullivan County Mental Health Clinic as possible candidates for the program but who were still in institutional settings due to lack of appropriate facilities in their local communities. Although there is a local ARC group in Claremont, they are not directly involved with this program.

The program was established in the basement of the New Hampshire Vocational Technical College building, rent free, with all maintenance and utilities the financial responsibility of the college.

And so it was determined that the Sullivan County Rehabilitation Center that opened for operation on September 3, 1973 would serve the mentally retarded, physically handicapped, and emotionally disturbed citizens of Sullivan County over the age of sixteen. The center provides previously unemployed disabled people with a place to work and earn a wage for that work. During the training period, the client may move toward the goal of being self-supporting and he will learn to utilize his abilities to a greater extent. Skills, attitudes, and interests will be developed that will open the way, for many clients, to employment in competative industry.

The center has outgrown its present facility and will be moved to the West Claremont School in the near future.

REFERRALS:

Clients are referred to the center from the school districts of Claremont, Newport, Charlestown, and other communities in the area. Other persons are referred by Vocational Rehabilitation, Department of Welfare, Sullivan County Mental Health Clinic, Neighborhood Youth Corps, Manpower Training, and other social agencies. In the first year of operation, the program provided services to thirty-six clients. Occasionally, a person will seek the services of the center independent of any referral agency. With these individuals, the staff will involve the person with an agency before any services are delivered.

The age range of clients in this program is 16 - 52 at the present time. One of the current goals of the center staff is to take a hard look at the older population (over 50) of handicapped persons to determine what is the feasibility of employment for them.

FUNDING:

The workshop is a non-profit tax exempt organization which derives part of its income from its own business operations, Vocational Rehabilitation, tuitions from the local school district (state average plus transportation), government grants (Title IV-A), annual fund drive, and private donations.

EVALUATION PROCESS:

Most of the clients referred to the center receive a work evaluation to determine the work habits of the individual. The emphasis is placed on work adjustment rather than an extensive vocational evaluation. Special job skills evaluation may be carried out using actual contract work for observation and training. A client can be accepted for evaluation at this center if his handicap hinders his ability to function within a normal educational or vocational environment, he must be sixteen years of age or older, and is a resident of Sullivan County.

The length of the evaluation period and training for each individual client will be determined by his needs and capabilities. One of the major areas of training at this center is in furniture refinishing. This training involves a five point program with a basic block of twenty weeks. Training in this program includes an orientation to the skills required in furniture and repair, social interaction with other clients and staff, vocational instructions (use and care of all tools and materials), on the job training, and possible job placement in local furniture manufacturing or self-employment.

Another work area used for evaluation is in sub-contracts. This program deals with the various components of competative employment where the client learns the various skills required of him in an actual job setting. This area of work also provides the staff with an environment to observe the client in work habits, social interaction, manual dexterity, tolerance, work attitudes, etc. Many of the evaluation tools that this center is currently using in work adjustment and work evaluation are those developed at the Univeristy of Wisconsin - Stout.

TYPES OF CLIENTS:

The center provides evaluation and training for clients who are mentally retarded, physically handicapped, or emotionally disturbed. About one half of those mentally retarded clients are multiply handicapped. Several of the clients live at the nearby farm (Gobins Farm), one client lives by himself, and the others live at home or in other supervised situations.

PROGRAMS AND SERVICES OFFERED:

The center is currently offering programs in work evaluation, on the job training, and sheltered employment (including work activity). The services that are available include: work evaluation to determine the client's work habits, training to develop salable working habits, personal and social adjustment, on the job training, job placement, follow up, and sheltered employment (for those clients unable to work in competative employment.

SUB-CONTRACTS:

The center is involved in a variety of sub-contracts including assembly, bench work, collating, inspection, mailing, packaging, salvage operation, and sorting. Clients are paid weekly on a piece-work basis.

COMMUNITY SUPPORT:

This support appears to be well established at this time. Each year, certain monies are raised through a fund drive. The Board of Directors represents many different local activities and vocational persuits. The current director of the program puts considerable emphasis on this needed support and stated that he spends upwards of fifty percent of his time in public related types of activities.

Activities Learning Exposure Materials

PLACE: VOCATIONAL DEVELOPMENT CENTER EVALUATION UNIT
130 SILVER STREET
MANCHESTER, NEW HAMPSHIRE 03103
TEL:

DIRECTOR: Mr. Charles Robinson

Subject: Observation Week - Nancy H. Warren

Dates: July 8 - 12, 1974

PURPOSE:

The purpose of this week long observation was to become more familiar with all aspects of the vocational evaluation process from the time of referral and intake interview to exit interview and staffing. The following objectives were persued:

1. Exposure to vocational evaluation techniques
2. Develop skills for vocational evaluation
3. Assemble necessary equipment and materials for simulated work samples
4. Learn new vocational evaluation techniques
5. Become more familiar with the individualized evaluation process
6. Prepare lists of resource materials and references that would be useful to any local planning and development of assessment and training programs, including standardized tests, books assessment guidelines, program outlines.

ACTIVITIES:

The activities that I participated in during my training week involved conferences with each staff member, observations of clients in the various phases of the vocational evaluation process, administration of some tests and work samples, and the gathering of materials for future assessment of our target population and possible workshop planning.

1. Staff Conferences: arrangements were made so that I could have individual conferences with each member of the evaluation unit staff. These included the direction of vocational evaluation counseling, the director of the evaluation program, three evaluators, the social worker, two VR counselors, and several clients who were involved in the evaluation process while I was at the center.

2. Observations: I was able to observe several clients involved in the various phases of the evaluation process including intake conference, testing, interaction with clients and staff, conferences with social worker, work adjustment counselor, VR counselor, and exit interview. At the close of the observation period, I observed staffings of two clients where the entire staff described their findings and submitted recommendations for further evaluations and/or training.

3. Administration of Tests: I was given access to all testing materials, both standardized and those that have been developed at the center. Some of these tests I self-administered, other tests I observed being given to clients. I also studied the scoring and interpretation of these tests for evaluation purposes.

4. Exposure to work samples: I studied a variety of work samples that are currently being used at the center. I made plans of those that I considered appropriate for our future use including specifications and description of procedure. I also developed several work samples and compiled lists of resources where these materials are being developed.

5. Research into all types of reference materials available at the center.

Vocational Development Center

MDC BEHAVIOR IDENTIFICATION FORMAT (1974)

1. Hygiene, grooming, dress
2. Irritating habits
3. Odd or inappropriate behaviors
4. Communication skills as related to work needs
5. Attendance
6. Punctuality
7. Ability to cope with work problems (frustration tolerance)
8. Personal complaints
9. Vitality of work energy
10. Stamina (or 8-hour work capacity)
11. Steadiness or consistency of work
12. Distractability
13. Conformity to rules and safety practices
14. Reactions to change in work assignments
15. Reactions to unpleasant or monotonous tasks
16. Social skills in relation to co-workers
17. Amount of supervision required after initial instruction period
18. Recognition and acceptance of supervisory authority
19. Amount of tension aroused by close supervision
20. Requests for assistance from supervisor
21. Reactions to criticism and pressure from supervisors
22. Work methods and organization of tools and materials.

The Vocational Development Center Evaluation Unit offers a comprehensive vocational assessment program to VR clients. The center is currently processing 800 - 900 clients (C.A. 13.6-69, I.G. 38-141) each year with an average stay of two weeks and an average cost of $365.00. The program is currently dealing with a post-school population so that the emphasis is on vocational rather than educational potential.

At this center, the evaluation process involves a synthesis of several different techniques so that, in combination, these techniques can provide the referring counselor with the information he has requested in order to carry out the rehabilitation process for his client. The center offers four distinct service components which can be requested separately or in total (comprehensive evaluation). They consist of: Evaluation of present job skills (in one or more occupational areas and includes the client's present ability to meet all the appropriate job demands); Evaluation of vocational potential (based on current abilities and limitations with an emphasis on his capacity to learn and adapt); Evaluation of work behavior patterns (behavior and attitude on the job and skills exhibited in seeking a job); and Evaluation of personal skills (independent living, use of leisure time, ability to socialize, personal finances stills). Determination of components to be selected is made by the referring counselor with assistance from the evaluation team. It might be decided to further evaluate present job skills if the client's work experience and skills no longer are functional due to the disability or if he has been unsuccessful in finding a job despite seemingly appropriate skills. Evaluation of work potential might be selected for those clients who need skill up grading due to physical restrictions, or those clients who have not had previous employment, or where the educational attainment level is below the intellectual potential. Work behavior patterns will be evaluated for those clients who are experiencing repeated rejection by employers during job seeking efforts or have lost several jobs due to unacceptable job behaviors or when additional information is needed on work behavior. Evaluation of personal skills will be included for those individual clients who have had no independent living experience or who appear to be limited in ordering their own lives.

COMPONENT SERVICES OFFERED BY THE VOCATIONAL EVALUATION UNIT
VOCATIONAL DEVELOPMENT CENTER

1. Evaluation of Present Job Skills:

   This evaluation component is generally used when the client has salable skills in several areas, but the documentation of these skills is insufficient f[illegible] decision making.

2. Evaluation of Work Potential:

   This evaluation component is used in order to make a determination of potential beyond present skill within the framework of the client's abilities and limitations. He may demonstrate the capacity to benefit from a variety of learning experiences so that it is essential to assess different educational skills along with other types of formal and informal instructional methods.

3. Evaluation of Work Behavior Patterns:

   This evaluation component is used when there is a need to focus on work behavior patterns where they are critical to job success. This part of the evaluation process is structured to observe behavior patterns in various work settings. The client is looked at as he interacts with co-workers, supervisors, and other personnel. His behaviors are observed and documented and the evaluator and counselor then discuss these observations with the client.

4. Evaluation of Personal Skills:

   A carefully planned rehabilitation program may ultimately fail if the client is unable to arrange and order his own personal life. In today's world of work, the worker spends less than one-fourth of his time in actual work. So it is essential to the successful completion of the rehabilitation process that the client be able to handle his personal finances, care for himself, socialize appropriately, and utilize his leisure time in ways that are meaningful to him. The indications for this component of the evaluation process are evident when there seems to be any lack of experience or insufficient information regarding social skills.

NAME: WILLIAM J. MOORE DEVELOPMENT AND TRAINING CENTER
VOCATIONAL SERVICES DIVISION
132 TITUS AVENUE
MANCHESTER, NEW HAMPSHIRE

TELEPHONE: 668-5423

DIRECTORS: Mrs. Beverly Arrel, Executive Director
William A. Deschenes, Director, Vocational Services Division

STAFF:

The staff of the Vocational Services Division includes a director, a senior social worker, two case workers (managers), adult education supervisor, contract procurement and production coordinators, job placement staff, and workshop personnel in supervision and instruction. In addition to these staff members, the program also utilizes the center's Diagnostic, Social, and Consultative Services to provide prescriptive diagnostic evaluations when they are needed. These consultations may involve the services of the physician, psychologist, occupational therapist, speech therapist, social worker, or other appropriate staff personnel (22 professional and para-professional staff).

BACKGROUND AND PHILOSOPHY:

The Vocational Services Division is sponsered by the Manchester Association for Retarded Children, Inc. (MARC), a private non-profit agency that serves developmentally disabled children and adults in Manchester and 15 surrounding communities. In September, 1960, its first program of services was started with the initiation of a class for trainable children. The William J. Moore School was established from this original effort and in 1967 this trainable school program (50 children and 6 qualified teachers) was transferred into the Manchester public school system. This program is currently housed at the Ash Street School. In 1967 MARC established the William J. Moore Regional Development and Training Center to provide training classes and a work orientation program for the mentally retarded. In 1973, MARC discontinued its special education classes and referred its students to local school districts. Vocational Services for students 16-21 are provided at the Center under contract with the local school districts.

One of the six major areas of service now being developed at the Center is Vocational Services. This part of the program was originally designed as a work activities program and serves clients 16 and older. The program currently offers: work adjustment training (through sub-contract work), basic educational program, independent living skills, work evaluation, client counseling, occupational skills training (custodial and food service), and job placement and follow-up. The two major components of this program are the Transitional Workshop, certified through the New Hampshire Division of Vocational Rehabilitation, serving 35 clients, and operating with a goal of work adjustment training and placement of clients in community employment; and the Extended Workshop, funded by OMR and United Community Services and providing a program to 20 clients who require long-term sheltered employment. These programs are in operation twelve months per year and each trainee works a regular 40 hours per week and is paid according to the amount of work produced.

REFERRALS:

Clients are referred to the Vocational Services Division from public schools in the area, Vocational Rehabilitation, Visiting Nurses Association, Child and Family Services, and local mental health clinics. This division processes approximately 100 referrals each year. (450 clients in total William J. Moore Center program)

FUNDING AND MANAGEMENT:

The program is funded by a number of resources that include the U.S. Office of Social and Rehabilitation Services, OMR, VR, local school districts, United Community Services of Greater Manchester, contributions from organizations and individuals and program service fees (sliding scale). The eighteen member governing board of MARC determines the policies and overall operation of the program. This board is divided into committees to include vocational, finance, and program. A new addition to the facility was completed recently that will include more adequate office space for the Director of Development and Training, Director of Nursing, Coordinator of Volunteers, Coordinator of Social Recreation, a sound proof hearing laboratory, three classrooms (development center) with observation facilities, a large multi-purpose room (gym), and a commercial kitchen. Much of this construction cost was covered by Title IV A money.

EVALUATION PROCESS:

When a client is referred to the center for evaluation and/or training, he is assigned to a case worker who is responsible for the intake process and monitors the clients entire program while he is at the center. In addition to the vocational evaluation, the client usually receives one or more of the other diagnostic and social services provided by the center. Depending on the needs of the client, these services might include the physician, psychologist, occupational therapist, speech therapist, social worker, and other educational personnel. While at the center, the client is evaluated with the client grading system. This technique is essentially a comparative analysis of the client population served by the program. It places each client into one of four groups on a continuum from entrance into the program to competitive employment. The system utilizes four levels of attainment. Each client enters the program as an Evaluee. After a month of observation and training, he may enter Level I and then at the conclusion of another month, Level II. The attainment of Level III status indicates that the client is ready for employment. These levels are applied to the areas of Work Adjustment, Social Adjustment, Independent Living Skills, and Basic Education. This system allows the client to be quite aware of his level of attainment in each area where he is then given specific instructions for improvement. Each of the four levels has a minimum salary range assigned to it. Each higher level requires the performance of job tasks that require greater skill. All job tasks in the workshop are broken down into components which are assigned to the various levels. The completion of a given product may require different levels of training as indicated by the skill levels required to complete the project. These determinations are the responsibility of the staff.

TYPES OF CLIENTS:

All types of developmental disabilities are served by this program. The majority of the clients exhibit mental retardation. Some of the clients present physical disabilities that include cerebral palsy, special cord injury, epilepsy, blind, and deaf. About twenty percent (20%) of the client [illegible] handicapped.

PROGRAMS AND SERVICES:

The vocational services offered include [illegible] Work Adjustment training (sub-contract through local industry), Basic Education, Independent Living Skills, Work Evaluation, Client Counseling, Occupational Skills Training (janitor and housekeeping), and Job Placement and Follow-up. These services are carried out in the Transitional Workshop (35 clients) and the Extended Workshop (20 clients). This is a full time program (12 months per year) where the trainee works 40 hours per week and is paid according to the amount of work produced. One of the unique services this facility offers is an after school program (2:30 - 4:30) for those older retardates who attend the regular public school. This includes as many as 150 students and involves these individuals in social and recreational activities. The facility also operates a satellite workshop program in Salem, N. H.

SUB-CONTRACTS:

These sub contracts include various assembly tasks, heat sealing for packaging, packaging, wire striping, yarn sample cards, etc. Janitorial service training and food service training (in the new commercial size kitchen) are also offered. Clients punch in and out with time cards as they would in a regular factory job placement. The new building will allow the staff to train more adequately with their present program and offer additional areas for training.

William J. Moore Development and Training Center

COMMUNITY SUPPORT:

Through the continued efforts of MARC and the staff at the William J. Moore Center, community support is well established. The program depends on financial support from the community (United Way) to carry out its program. Volunteers from the area and businesses and organizations make many contributions to the program.

NAME: WORK ACTIVITIES CENTER, INC.
97 LOCUST STREET
HAVERHILL, MASSACHUSETTS 01830

TELEPHONE: 617-394-9122
617-373-9231

DIRECTOR: Oliver David

STAFF:

The staff at this workshop includes the director who supervises the overall operation of the program and works on contract procurement and job placement; a supervisor of evaluation and training who also deals with the clients' emotional and social adjustment (this staff person is trained in social work); a workshop supervisor who also attends to contract procurement two assistant workshop supervisors, one of whom is financed by the Commonwealth Service Corps, and a secretary. A registered nurse and a licensed hairdresser also volunteer their services in the training program.

BACKGROUND AND PHILOSOPHY:

Sponsered by the Northern Essex County Association for Retarded Citizens, the Work Activities Center was started in January, 1969 to train mentally retarded adults with the ultimate hope of placing them either in a job in the community or providing them with extended employment within the workshop. The program started in a basement room of the old Haverhill High School and moved to its present location where it was able to expand the program from the sub-contract activities to include training in nurse's aide, housekeeping, manual arts, culinary arts, personal grooming, and arts and crafts. Also included in the current program are basic academic instruction (math and language arts) and parent counseling. The Center has also become affiliated with Northern Essex Community College which has provided a number of needed volunteers to the program.

Once the Work Activities Center was firmly established, the sponsering ARC -

turned to another vital link to the program of rehabilitation for the handicapped. The Northern Essex County Association for Retarded Citizens has purchased a house in Haverhill and set up a community residence for retarded adults. Organized on a cooperative basis where the residents do the work, the home under the supervision of a trained couple currently allows eight handicapped individuals to live more independently away from their homes. The Board of Directors for this project is comprised of businessmen, interested people in the communitv, and some NECARC members. The residence is currently being funded by the Massachusetts Department of Mental Health.

REFERRALS:

Most of the referrals to the center are initiated by the Massachusetts Rehabilitation Commission. Other referrals may come from the local school districts (Haverhill, Salisbury, Timberlane, Triton, etc.), Department of Welfare, Department of Probation, etc.

FUNDING:

The large majority of clients referred for evaluation and training are sponsored by the Massachusetts Rehabilitation Commission. The local school districts may now be forced to assume their legal liability for these individuals under the new legislation (P.L. 66). City revenue sharing has participated a matching grant made available through HEW. The Department of Mental Health also pays fees into the program. The remainder of the budget needs is met by individual contribution and a share of the annual United Way fund drive. The program is operated as private and non profit with a director who is responsible to an eighteen member board of directors which meets once each month.

EVALUATION PROCESS:

The Center offers the client a three phase training program. In a program that usually requires forty-four weeks, the client will be taken through an eight week evaluation phase, an eighteen week personal adjustment and training phase, and an eighteen week vocational training phase. This time schedule is shortened only when the client is considered ready for employment sooner. All evaluation and testing is done on real work (sub-contracts) and the client is paid during this period at the regular piece work rate. The thrust of the program is transitional with job placement accomplished at the end of the training period. However, some clients do stay in the workshop for an indefinite period of time under the support of Massachusetts Rehabilitation Commission Extended Employment Program. These clients are paid a flat wage each week, work six hours per five day week, must maintain a twenty-five percent efficiency level, and all their performance records must be documented on a regular basis.

TYPES OF CLIENTS:

The primary handicapping condition of clients in this program is mental retardation. Other clients exhibit siezure disorders, emotional problems, and some have physical disabilities. Eighty percent of the clients present multiple handicaps. An effort is underway to find more clients with physical disability which could open up a wider range of activities and provide the center with a socially more "normal" population. The average C.A. age of the clients in this program is 27 (total range C.A. 16-55). At the present time, the Center rents their space, and occupy two floors for their program. This makes supervision more difficult and creates barriers for wheelchair clients. When possible, they hope to own their own one-story building.

PROGRAM AND SERVICES OFFERED:

The sub-contract work offers the trainees training in job skills, work adjustment and allows the staff to observe and evaluate total performance. An attempt has been made to simulate actual factory, world of work conditions. Clients punch in and out on a time clock, enjoy "coffee breaks" in the lounge, etc. Clients may receive on the job training in nurse's aide, housekeeping, culinary arts, and manual arts. Instruction is given in grooming, personal adjustment and academic areas (math, reading, and spelling to maintain skills). Parent counseling is also offered to families when this service is indicated.

SUB-CONTRACTS:

In their five years of operation, the workshop has been involved in one hundred (100) different sub-contracts with local industry. These include a wide range of assembly, salvage, packaging, sorting, and other operations available through local industry. The NARC organization assists in placing clients in jobs by reimbursing the employer up to fifty percent of the trainee's salary. Some industries participate in this program; others feel they should assume the entire responsibility. Several clients have been placed on jobs in nursing homes in the area. At the present time, this seems to be a good source for employment. The sub-contract procurement process has a spin off for employment opportunities, also.

COMMUNITY SUPPORT:

In general, this support seems to be fairly well established. The NFCARC continues to play an active role in the total program of meeting the needs of these individuals. Government aid in funding and grants has allowed the Center to continue much of their program.

5. SOCIAL AGENCIES SERVING THE HANDICAPPED

A survey was sent to known agencies in the area providing services for the handicapped and their families in the area. In the middle of the project, the New England Municipal Association was awarded a grant to prepare a thorough catalogue of services available in the Seacoast area. Rather than duplicate this effort, the staff of this study dropped this phase of the Rockingham Project. A report of study is included with this project. A few of them are in the report.

NAME OF AGENCY: RICHIE McFARLAND CHILDREN'S CENTER
11 PROSPECT AVENUE
EXETER, NEW HAMPSHIRE
TELEPHONE: 778-8193

DIRECTOR: Sharon Williams

SERVICES OFFERED:

The Richie McFarland Children's Center is a Developmental Center for developmentally disabled children. We have space for twenty children ranging in age from 18 months to 13 years. We have children who are mentally retarded, cerebral palsied, and behavior problems. We also accept a limited number of non-handicapped children. Our staff consists of two teachers, three aides, a part-time occupational therapist (3 mornings a week), and a part-time physical educational teacher (2 mornings a week). We also have a speech pathologist who comes every other week to structure speech programs for those who need them. The daily program (9-12 mornings) includes dressing, feeding and other self-help training, language training both receptive and expressive, gross and fine motor training, rest, snack, perceptual skill training, art, and music. We also take field trips into the community.

GEOGRAPHIC AREA SERVED:

Rockingham County and bordering towns.

REQUEST SERVICE AND INFORMATION SHOULD BE DIRECTED TO:

a. Staff Person - Sharon Williams

b. Visiting our center or writing to us: 11 Prospect Ave., Exeter, N. H. 03833

c. Calling us at 603-778-8193

NAME OF AGENCY: THE ROCKINGHAM SCHOOL FOR SPECIAL CHILDREN
40 LINCOLN STREET
EXETER, NEW HAMPSHIRE 03833
TEL: 778-8221

DIRECTOR: Mrs. Nancy H. Warren, Principal

SERVICES OFFERED:

The Rockingham School for Special Children offers an individualized educational program to sixty handicapped children who are mentally retarded, physically handicapped, developmentally delayed, or who have behavior problems. Working in our ungraded program, the students are grouped according to developmental levels and need. When indicated, the students also receive training in domestic and some manual arts, language development and sensory integration. Upon admittance to the program, each child is evaluated and the program is developed for him based on need. Other community resources are also used to provide the student with a comprehensive program. The School operates on the same schedule as other elementary schools in the area.

GEOGRAPHIC AREA SERVED:

First priority is given to students living in Supervisory Union #16 (Exeter, Newfields, Stratham, Brentwood, East Kingston, Kensington). The School also serves students who live outside the Union within reasonable traveling distance of the School - the southeastern area of New Hampshire.

REQUEST SERVICE AND INFORMATION SHOULD BE DIRECTED TO:

a. Call the School - 8:00 a.m. - 3:00 p.m., Monday thru Friday, at 778-8221

b. Write for information to Mrs. Nancy H. Warren, Principal
The Rockingham School for Special Children
40 Lincoln Street
Exeter, New Hampshire 03833.
The Principal will always make arrangements to talk and/or meet with families who are interested.

c. Contact their local school officials (i.e. principal, guidance counselor, school nurse) for information.

NAME OF AGENCY: NEWMARKET DAY CARE CENTER, INC.
GRANITE STREET
NEWMARKET, NEW HAMPSHIRE
TEL. 659-5355

DIRECTOR: Patricia Bernier

SERVICES OFFERED:

1. Full day care services for children ages 3-6, 60 in Newmarket, 50 in Exeter.
2. School age program for children ages 6 - 10, 20 in Newmarket, 6 in Exeter

GEOGRAPHIC AREA SERVED:

Exeter, Newmarket, Newfields, Stratham, Durham. Some Epping, Hampton, Nottingham, Dover, Lee.

REQUEST SERVICE AND INFORMATION:

1. Place pamphlets in strategic locations (i.e., dentist's office, doctor's office, hospitals, clinics, schools, day care centers, etc.
2. Have a phone number that can be called for information.

NAME OF AGENCY: NEWMARKET HEALTH CENTER
84 MAIN STREET
NEWMARKET, NEW HAMPSHIRE
TEL: 659-3106

DIRECTOR: Ray Jones

SERVICES OFFERED:

Medical - office hours 9-5, physican's assistant (full time), two part time M.D.s

Transportation - two vans primarily for the elderly to population centers of Exeter, Portsmouth and Dover as well as to Health Center.

Out Reach - Home visits to follow up patients for total care. Make referrals to public and private agencies.

Information and Referral - to other Health and Social resources in seacoast area.

Preventive Health Care - free public screenings, pap smear, diabetic screening, TB skin testing.

GEOGRAPHIC AREA SERVED:

Area surrounding and encluding Newmarket, Newfields, Lee, Epping, Raymond

REQUEST SERVICE AND INFORMATION SHOULD BE DIRECTED TO:

A call on the phone, as well as dropping in to the Health Center, are appropriate methods of requesting service and information.

NAME OF AGENCY: CHILD AND FAMILY SERVICES OF NEW HAMPSHIRE, Seacoast Regional Office
24 FRONT STREET
EXETER, NEW HAMPSHIRE
TEL: 772-3786

DIRECTOR: Mrs. Mary Copithorne, Regional Director

SERVICES OFFERED:

1. Counseling for problem pregnancy
2. Counseling for all types of family problems: individual, family, group
3. Marital counseling
4. Parent/Child counseling
5. After January 1, 1975, a local case service manager for Developmental Disabilities.

GEOGRAPHIC AREA SERVED:

Most of Rockingham County and Durham in Strafford County.

REQUEST SERVICE AND INFORMATION SHOULD BE DIRECTED TO:

Phone for discussion and appointment

NAME OF AGENCY: EXETER AREA VISITING NURSE ASSOCIATION, INC.
17 PROSPECT AVENUE
EXETER, NEW HAMPSHIRE
TEL: 772-2981

DIRECTOR: Mrs. Audrey Castle

SERVICES OFFERED:

1. Gives treatment such as changing surgical dressings, hypodermic injections, and others as prescribed by your physician.

2. Assists with the rehabilitation of persons of all ages handicapped by arthritis, heart trouble, diabetes, cancer, stroke, mental illness, accidents, and similar conditions.

3. Instructs designated persons to give needed care between nursing visits.

4. Teaches families and individuals good nutrition and understanding of special diets, sickness, and accident prevention.

5. Advises new and expectant mothers in the care of themselves and their babies.

6. Provides Tuberculosis and psychiatric follow up.

7. Refers when appropriate to other agencies.

8. Provides the service of a Home Health Coordinator to the Exeter Hospital for the purpose of discharge planning of patients to their home.

9. Sponsors a Well Child Clinic monthly providing physicals to children of eligible families and immunizations to children in this area.

10. The physical therapist establishes and supervises a program to return the patient to his maximum potential.

GEOGRAPHIC AREA SERVED:

Serves residents of Brentwood, East Kingston, Epping, Exeter, Fremont, Kensington, Kingston, Newfields, Raymond, Stratham.

REQUEST SERVICE AND INFORMATION SHOULD BE DIRECTED TO:

1. Call the office - 8:00 a.m. - 4:00 p.m., Monday thru Friday, at 772-2981

2. Visit the office at 17 Prospect Street, Exeter, N. H. 03833

NAME OF AGENCY: EXETER FAMILY PLANNING
15 PROSPECT AVENUE
EXETER, NEW HAMPSHIRE 03833
TEL: 772-9315

DIRECTOR: Judith Stokes

SERVICES OFFERED:

1. All birth control methods supplied
2. Pap smears
3. Venereal disease testing
4. Vasectomy
5. Tubal ligation
6. Help for couples desiring a pregnancy
7. Prepnancy testing ($5.50)

GEOGRAPHIC AREA SERVED:

Residence in Exeter, Newfields, Newmarket, Epping, Raymond, Fremont, Brentwood, Kingston, East Kingston, South Hampton, Kensignton, Seabrook, Hampton Falls, Hampton, North Hampton, Stratham, Nottingham, Deerfield.

REQUEST SERVICE AND INFORMATION SHOULD BE DIRECTED TO:

a. Staff Person - Betsey J. Allen

b. For further information or an appointment, call 772-9315 any weekday from 8:30 a.m. to 4:30 p.m.

c. Both day and evening clinic times are available.

ASSESSMENT
OF
SCHOOL PROGRAMS

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1. ASSESSMENT OF SPECIAL EDUCATION IN THE EXETER SCHOOL SYSTEM

Goals of Program

During the spring of 1974, an assessment of the immediate goals in the area of Special Education in Supervisory Union #16 was completed.

The Director of Special Education developed goals and in a report submitted to the Exeter School Board in June outlined the goals and the degree to which they were accomplished.

These goals included:

GOAL I - An Assessment of the Special Education Department

GOAL II - A Development of a System of Communication in the Area of Special Education at all Levels.

GOAL III - Establishment of Written Criteria for Special Education Placement in Supervisory Union #16.

GOAL IV - To Assist the Classroom Teacher to Become more Aware of Children Needing Special Education Services.

GOAL V - To Improve the Special Education Programs at the Secondary Level.

GOAL I - An Assessment of the Special Education Department of the Exeter School District.

A report of the assessment of the Special Education Department with specific recommendations was presented to the School Board in June 1974.

1. Special Education Department meetings have been held to discuss:
   a. the future goals and direction of special education in S.U. #16.
   b. the philosophy of placement and the degree to which the different needs of children are being met.
2. Testing of the children in the schools revealed that most immediate need was for a resource program at the high school level. Two proposals for high school programs were written, the latter of which resulted in obtaining $14,000 to equip a resource room at the high school. We are still waiting for approval of an additional $14,000 for salaries for a resource teacher and an aide.
3. It was also the majority opinion of the special education department that the special education classes attached to the regular schools be utilized more on a resource room basis in order to serve more students, who should continue or who are ready to be integrated into the regular classroom. Rockingham School for Special Children will continue at this time to meet the needs of children who have problems of retardation and who need the environment of a small self-contained classroom.
4. The need to identify children who were physically handicapped, homebound, and not currently receiving an education. Home visitations were made to students who were unable to attend school due to physical problems, severe mental and emotional problems, visits to classes were made where there were orthopedically handicapped students, and visits were made to schools which had programs for the physically handicapped. These visitations revealed a need to develop a program for the physically handicapped student. Eight children were identified as physically handicapped who could be integrated into regular classes and receive the help of aides, a physical therapist, an occupational therapist, and speech therapist in the facility of a one story building (Stratham, 1-6 grades). This survey also initiated the need to move the special class at the Junior High School to the first floor, the building of a wheelchair ramp at the high school and adding special bathroom equipment to the high school for orthopedically handicapped students. At the Intermediate level, a special supportive writing device for the hand and an electric typewriter were obtained for a cerebral palsied child. There is also a need for elevators at the Junior and Senior High School. Two additional students were identified who had had no previous schooling and who have never been tested. One boy, age fourteen, and one boy, age seven.

The following needs were identified and the following are recommendations for the development of additional programs:

1. A learning disability program at the Lincoln Street and Junior High School levels, more learning disability help to the outlying towns.
2. A program for the emotionally disturbed at each school level with behavior modification trained personnel.
3. Need for Exeter to take over the financial burden of Rockingham School, eliminating the name of the school and treating those classes as they would any other special education classes.
4. A need to have the small special education classes which are currently located in an old three story building into the regular schools. This could be possibly done by dividing large classrooms in half with a partition. The Rockingham School structure could be utilized by children who were not physically impaired and the special education children could use a few rooms on the first floor at Lincoln Street. This would reduce the stigma of the Rockingham School, and introduce normal students to children with handicaps at an earlier age so that they could learn to accept them and not treat them so differently. This would also give the special education children a better self image in that they would not feel like they were being treated as a second class citizen by being isolated in an old building and relegated to a dilapidated basement for therapy sessions.
5. The relocation of the special education classes in a first floor facility would solve the need for developing a program for the mentally retarded child with an ambulation problem.
6. A full time psychologist to test children, evaluate their needs, and provide them with therapy.
7. Possibly a local program for the deaf and hearing impaired would be developed as there are two children in Exeter and one child in Epping with severe hearing losses.

GOAL II - The Development of a System of Communication in the Area of Special Education at all Levels.

The Special Education Department sees a real need for personal communication at all levels to help develop a greater understanding of the role of the special education classes and to generate a greater acceptance of the child with individual differences into the regular classroom. It is proposed that this be accomplished by having representatives from the special education department attend other department meetings at each level. The Special Education placement referral process and the learning disability referral process will be presented at each school in these departmental meetings at the beginning of the school year. (This year the referral process was explained at pupil personnel meetings and sent out in written memos) but it has been seen that more personal contact is needed directly with the teachers. Through in-service training a concentrated effort will be made on the part of the special education department to introduce the concepts of special education and integration to the staff. There is also a greater need for the Special Education Department to work closer with the guidance department, health departments, and vice versa. A guidance person has been included in our special education meetings but due to scheduling problems she has not been able to attend very often.

An organized system of communication between the Special Education Staff and School Personnel at all levels including setting up the following weekly schedule.

DIRECTOR OF SPECIAL EDUCATION: WEEKLY SCHEDULE

Meetings - Special Education Placement Team - any morning at 7:30 a.m. as need arises

Monday	
2:00 p.m.	Rockingham School Staff meeting
2:15 p.m.	Pupil Personnel Meeting at Elementary School twice monthly
Tuesday	
9:30 a.m.	Exeter Administrative Meetings first and second Tuesdays
1:45 p.m.	Pupil Personnel Meeting at High School attend second and fourth Tuesdays
2:30 p.m.	Special Education Meetings first and third Tuesdays
Wednesday	
8:10 a.m.	Guidance Director - weekly meetings with Lucy Weeks
9:00 a.m. - 12:00 noon	Morning reserved for Psychological Evaluations
12:00 noon - 1:00 p.m.	Meeting with L.D. Specialists and Speech Pathologist weekly
1:45 p.m. - 2:45 p.m.	High School Pupil Personnel Meeting
3:30 p.m.	S.U. #16 administrators meeting once per month
Thursday	
8:45 a.m.	Pupil Personnel Meetings - each week
9:30 a.m. - 12:00 noon	Rockingham School - Psychological evaluations and consultations
2:30 p.m.	Instructional Development Meeting - biweekly
Friday	
7:30 a.m.	Exeter Area Youth Resource Team - first Friday of each month
12:00 noon	Meeting with Learning Disabilities Specialists and Speech Pathologist - weekly - alternate day.

GOAL III - Establishment of Written Criteria for Special Education Placement in Supervisory Union #16.

The following criteria for special class placement were developed for use in the Spring of 1974.

Special Education Services are provided for any child between the ages of zero and twenty-one years, married or unmarried, whose activity is or may become so restricted, by intellectual handicap, physical defect (learning disability), or emotional conflict, however caused, to reduce his normal capacity for education, or self support, or both.

Diagnostic procedures for placing children in special education operate from a broad definition of handicap so that no one criterion qualifies or eliminates a youngster. Rather, a number of criteria, as well as a variety of measurements, determine each dhild's diagnosis and hence his suitability for special class placement.

A. Child Study Process:

1) Written Referral Information
   should include family history, medical information; school background

2) Teachers description of
   pertinent scholastic and behavioral information, previous results, reason for referral, measures already taken to cope with the student in the classroom

3) Observation by Psychologist and other involved personnel

4) Recent medical examination (within 6 months) by school or private physician and other pertinent medical information such as neurological, ophthalmological, or otological.

5) Psychological Evaluation
   to include individual intelligence test, achievement test, and any other pertinent testing and information

6) Special Education Placement Team shall include
   Director of Special Education (School Psychologist)
   Administrators
   Learning Disability Specialist
   School Nurse
   Ancillary Personnel: Guidance, Speech Pathology, etc.

7) Parent Interview

B. Decision for Special Class Placement:

1) The child must be unable to function successfully in the regular classroom as determined by all information presented during the child case study.

2) The child must be capable of benefiting educationally and/or develop mentally from instruction as determined by all information presented.

3) Recommendation for placement of a child in a special education class will be based on a number of criteria as well as a variety of measurements which determine each individual child's suitability for special class placement. It must be the general concensus of the Special Education Team that a particular special class is best able to meet the child's needs in order for a recommendation to be made.

4) A child may be admitted to a special education class only after there has been a parental conference and written approval followed by approval of the resident school board.

5) The school districts of Exeter, Brentwood, East Kingston, Kensington, Newfields, and Stratham have voted to participate in this program.

C. Special Education Placement Procedure distributed to Supervisory Union #16 Principals and Teaching Staff.

The Special Education Placement Committee will be reviewing each child in the Special Education Classes beginning May 27, 1974. By this time all children in the special classes will have up-to-date-test records which will meet the required Federal and State law that every child in special education classes be tested every three years.

After it has been determined how many children will remain in the Special Education Classes, the Special Education Placement Committee will know how many openings for new referrals are available.

Priority for placement will be based on the severity of the child's particular needs. Diagnostic procedures for placing children in special education classes operate from a broad definition of handicap so that no one criteria qualifies or eliminates a youngster. Rather, a number of criteria, as well as a variety of measurements, determine each child's diagnosis and hence his overall suitability for special class placement. The child must be unable to learn successfully in the regular classroom as determined by all information presented during the child case study. The child may be admitted to a special education class only after there has been a parental conference and written approval is obtained. This must be followed by approval of the resident school board.

The Special Education Department has been receiving referrals throughout the year for testing and decisions for special class placement have been made as these needs have been arisen. If, however, you still have some children whom you feel might be candidates for special educational services, please follow the procedures as follows:

1. General Procedures
2. Referral for Psychological Services
3. Referral for Rockingham School
4. Referral for Learning Disabilities

General Procedures

1. Teacher discusses the child with the school principal who in turn will submit a list of children to be reviewed by the S.E.P.C. If available, the learning disability specialist, reading specialist, school nurse, former teacher, guidance counselor, speech pathologist, and any other professionals should be consulted.

2. The principal and other professionals should observe the child in the classroom to get more than one opinion

3. If it is felt that the child should be considered for learning disability and psychological testing, complete the referral forms which can be obtained from your principal or the Special Education Department. (778-0396)

4. By May 24, submit the following information to Mrs. Caren Schubart, Director of Special Education, 40 Main St. Annex, Exeter, N.H. 03833.

    a. Completed referral forms for psychological and learning disability testing

    b. All relevant test information, grades, and the child's school folder. Minimum testing must include a recent intelligence test, individual achievement test which includes reading (i.e. PIAT), and a special clinical test.

    c. Written teacher evaluation of the student and activities undertaken to remediate or meet the child's needs within the regular classroom during the past year (referral form)

    d. Written principal's evaluation of the student

    e. Recent medical records on the child or report from the school nurse on the students health record.

A Time Schedule will then be set up and the referring principals and teachers will be invited to present their students to the Committee for consideration of Special Class Placement.

Referral for Psychological Services Used in Supervisory Union #16

Referred by: ____________________ Position ______________ Date ________

Instructions: Try to provide all the information requested. Circle the correct information when alternative answers, printed in bold type, have been provided. Write in the correct information wherever lines have been provided for this purpose. You may not have all the information requested. In which case, leave the answer blank.

I. PERSONAL DATA

Child's name: ____________________ Age: _____ Date of birth: ________
Home address: ____________________ Telephone number: ________
School: ____________________ Grade: ________
Teacher's name: ____________________ Room No: ________

II. REASON FOR REFERRAL

Give brief descriptive statement of problem (e.g. underachievement, agressiveness, etc.): ____________________

____

Briefly state what you consider to be the reason for child's problem:

____

____

____

III. PRECIPITATING BEHAVIOR

Briefly, but specifically, describe the behavior, actions and circumstances that resulted in this referral being made: ____________________

____

____

If this behavior was not observed by you, state who observed it: ________

____

IV. PERTINENT HISTORY AND BACKGROUND INFORMATION

Family

1. Child lives with: Both parents, Mother, Father, Guardian, Other: ________
2. Others living in the home: Grandmother, Grandfather, Stepmother, Stepfather, Others: ________
3. Parents are: Living together, Separated, Divorced, Deceased, Only mother is alive, Only father is alive
4. Father is alive: Yes, No. If no, when did father die: ________
   Cause of death: ____________________
5. Mother is alive: Yes, No. If no, when did mother die: ________
   Cause of death: ____________________

6. Language(s) spoken at home: English, Spanish, Other: ____________________

7. Parental attitude toward child is (e.g. rejecting, accepting, etc.):
____

8. Child has had following traumatic experiences and/or stresses (e.g. deaths, accidents, illnesses or child or others in family, etc.):
____

9. Child was adopted: Yes, No. If yes, at what age: ____________________

10. Mother is employed: Yes, No. If yes, where: ____________________

11. Father is employed: Yes, No. If yes, where: ____________________

12. Who is responsible for child's discipline: Father and Mother, Father, Mother, Guardian, Neighbor, Other: ____________________

13. Briefly describe the type of discipline used: ____________________

14. List the other children in the child's family who are now alive:

Name	Sex	Age	Grade	Health

15. List the other children in the child's family who have died:

Name	Sex	Age at Death	Date of Death	Case of Death

16. Other information about the child or family which might be important or significant: ____________________

Medical

1. The child has been hospitalized: Yes, No. If yes, when: ____________
Reason: ____________________

2. The child has had surgery: Yes, No. If yes, when: ____________
Reason: ____________________

3. The child currently has physical problems: Yes, No. If yes, what:
____

4. The child wears eyeglasses: Yes, No.

5. The child uses a hearing aid: Yes, No.

6. The child is currently taking the special medication: Yes, No. If yes, describe the medication: ____________________

Academic

1. Child's exact age when starting first grade:______Years,________Months

2. Pupil has failed or repeated a grade: Yes, No. If yes, describe:
____

3. Child has generally gotten along well in school: Yes, No.

4. Child's approximate grade point average to date:______________________

5. The child has done poorly in the following areas:______________________
________________________________How Long:__________________________

6. The child's mental ability is______________________________________
Intelligence Test results are:______________Group__________Individual_____

7. The child's achievement is:____
Achievement test results are:______________________________________

8. The child's vocational aptitude is:___________________________________
Vocational apitutde test results are:__________________________________

9. The child's personality is:____
Personality test results are:_______________________________________

10. The child has been to a psychiatrist or clinical psychologist: Yes, No.
If yes, give results of this experience:________________________________

11. The child has excessive absences or tardiness in school history: Yes, No.
If yes, when:____

12. The child's instructional reading level is:____________________________

V. ATTITUDE AND RELATIONSHIP TOWARD ADULTS AND PEERS

Child's attitude toward teachers is:________________________________

Child's attitude toward parents is:_________________________________

Child's attitude toward other adults is:_____________________________

Child's attitude toward peers in school is:___________________________

Child's attitude toward peers outside of school is:___________________

VI. CLASSROOM MEASURES TAKEN TO RESOLVE THIS PROBLEM

____
____
____
____
____
____

VII. YOUR IMPRESSION OF THE CHILD AS A PERSON

VIII. REFERRAL OBJECTIVES

Please answer the following questions:

Please provide the following assistance:

Comments:

Referral for Rockingham School

The Rockingham School for Special Children is under the jurisdiction and public operation of Supervisory School Union #16 Joint School Boards. Our procedure for admission to the Rockingham School will be the same as last year.

1. Referrals from schools within Supervisory Union #16 should be submitted by the school principals to the Special Education Placement Chairman, Mrs. Caren Schubart. These referrals will be screened by the Special Education Placement Team which is responsible for the placement decisions.

   Referrals from Districts outside of S.U. #16 should be processed according to their current administrative policies and sent to Mrs. Nancy Warren, Principal of Rockingham School, 40 Lincoln St., Exeter, N.H. 03833; or Mrs. Caren N. Schubart, Director of Special Education, 40 Main St., Annex, Exeter, N.H. 03833.

2. According to Priorities in Admission policy adopted by the Rockingham School Committee, April 30, 1973, the following procedure for admission will be in operation.

   Students from S.U. #16 schools will have first priority for admission. After these referrals have been processed, applications for students from other area N.H. school districts will be considered for admission. Lastly, any referrals from outside the state will be considered after all N.H. applications have been reviewed.

3. Nomination of suggested candidates should be accompanied by supporting data, such as test scores, personal health and medical records, school records, and other screening data where appropriate including information on the child's particular disability.

4. Mrs. Warren and Mrs. Schubart will review each case and hold an individual student-parental conference before making final nominations for placement.

5. After making the necessary selections, Mrs. Warren and Mrs. Schubart will submit to the Superintendent of each child's home district a completed application form for tuition assistance. This form should give the Superintendent all the particular information he needs to ask Board approval for placement as required by law.

In towns outside the jurisdiction of Union #16, principals may be required to route their nominations to Mrs. Warren or Mrs. Schubart through their respective superintendents. This, of course, will follow the policies established in other unions. The tuition for 1974-1975 at Rockingham School will be $1550.00 for S.I. #16 students and $1625.00 for students outside S.U. #16. Each district is expected to handle its own transportation arrangements. Mrs. Warren has asked me to remind all people concerned that the Rockingham School for Special Children works with a variety of handicapped children in the areas of mental retardation, physical handicaps, and other related learning disorders. Please bear in mind that the school serves children primarily in the area of elementary educational programs and therapeutic programs in speech and occupational therapy.

Please make every effort to submit your nominees for entry to the Rockingham School, c/o Mrs. Nancy Warren, before Monday, May 27, 1974. This will permit some time for Mrs. Warren to hold the necessary conferences and make the best selections within the limits of available openings presently projected for her classes.

Referral Procedure for Learning Disabilities

1. If a teacher feels that a child is having learning difficulties, she should discuss this problem with the principal and complete the basic information on the Preliminary Referral for Learning Disabilities Testing Form.

2. The principal should observe the child in the classroom and confer with the school nurse of guidance counselor if appropriate.

3. If the principal feels that child should be referred for a learning disability evaluation, he and the teacher should complete the Referral Screening Checklist for Learning Problems Form. Both the Preliminary Referral for Learning Disabilities Testing and the Referral Screening Checklist for Learning Problems Forms should then be given to the Director of the Learning Disabilities Program by the Principal.

4. The Learning Disability Specialist then informs the teacher and principal when testing should take place by given notification slips to the teacher and recording the child's name and testing date in a notebook in the principal's office.

5. The date of testing and learning disability assistance will be recorded in each child's school file on the S.U. #16 Special Services Record Form.

6. The written test report will then be attached to the Preliminary Referral for Learning Disabilities Testing Form and returned to the school principal. The Preliminary Referral for Learning Disabilities Testing Form contains a checklist of professionals who should read the child's evaluation results. After each professional has signed the checklist that he has read the test report, the report should be returned to the principal who will be responsible for seeing that the report is placed in the child's school file.

7. Results of testing may be given at Pupil Personnel Meetings and decisions for further testing will be made if needed. (i.e. speech, psychological, audiological, all medical referrals.)

8. The Learning Disability Specialist will arrange to meet with the parents if Learning Disabilities tutoring is necessary.

9. The Learning Disability Specialist will meet with the teacher to set up scheduling for tutoring and the principal of the school will receive a copy of the schedule.

GOAL IV - To Assist Classroom Teachers to Become more Aware of Children Who may be in Need of Special Education Programs, the Coordinator of Special Education Developed the Following Information Sheet to be Distributed to Teachers.

Checklist for Detecting Possible Neurological Problems

Signs to Look For

1. heel walking, toe-walking
2. hopping on one foot
3. walking on a straight line
4. catch a bean bag
5. hand dominance, foot dominance
6. coordination of activities
   tie shoes, running (does child expend appropriate amount of energy?)

Evaluation for Strabismus--Eyes

Observe any squinting eyes--if so get ophthalnologist exam possibly due to abnormality of the exterior ocular muscles--not coordinated.

Evaluation for Nystagmus

Look for involuntary movements of the eyeball (movement back and forth--trouble focusing)

Communication

Listen for any abnormalities in speech--if so, refer to speech pathologist. Does child seem to be listening, does he seem to understand, able to follow directions. Have him read passage, any reversals does he read at his grade level, eyes too close to page, trouble seeing letters, ask child what he's read (for comprehension). Have child write or copy a passage--any abnormalities for his age--head too close to page, slowness, poor coordination.

Balance

Rhomberg Test (for balance)

Have child stand with heels and toes together, eyes open, until he gets set. Then ask him to close eyes. Neurological sign - if with eyes closed there is increased swaying of body, most frequently associated with problems of the cerebellum.

Have child extend arms, close eyes. An impairment is suggested when there is a wide divergency in levels of the 2 arms.

Perception of Body in Space

Finger to nose test (Perception of Body in Space). Have child close eyes and ask him to touch his finger with his nose. (Repeat 3 times with each hand). Look for (1) Tremor (marked or slight), (2) Missing the target (nose).

Muscle Control

Finger Touching Test

Stand in front of child and have him put his index finger on yours. Stand far enough away so he has to first feel elbows, then so he has to straighten out his arm to touch.

Do each hand with eyes open
Do each hand with eyes closed

Dominance

Touching each finger in turn with the thumb of that hand 1) 1st preferred hand, 2) other hand. Look for preferred and non-preferred hand. Have child demonstrate his preferred leg by kicking a ball or by stepping forward from behind a line. Have child stand on his preferred leg for 3 seconds, then the other leg. 1) eyes open, 2) eyes closed. Note: Preferred hands/legs for laterality.

Right/Left Confusion

a) Place right hand on left ear
b) Place left hand on right knee.

Left-right dominance not established until 7-8 years when non-confusion takes place.

While sitting, the child is asked to cross legs and touch knee with heel.

Eye Dominance

Point to an object - Close left eye, then right. Ask child if there was a "jump" or change or finger position.

Tongue Test

Have child wiggle tongue from side to side to see if he can touch sides; lick lips - upper lip especially its border. Observe if tongue curves. Upward curling is a natural neurological function.

GOAL V - To Improve Special Education Programs at the Secondary Level, Two Proposals were Developed for Submission to the State Department of Education:

1. Title III ESEA for a Resource Room Teacher
2. Title VI ESEA for equipment and material for special Education Resource.

The Title VI proposal was funded to purchase equipment and materials for the Resource Room. The equipment has been purchased and the room designated at Exeter Area High School.

Title III was not funded so there developed a situation where funds were available for equipment and materials but not for the staff necessary to operate the program.

Superintendent of Schools, Mr. Fred King, was able to obtain Manpower Funds from Rockingham/Strafford Manpower Office to fund a teacher through March 30, 1975. The Exeter School District agreed to supply the funds to continue the teacher through June, 1975.

As of October 15, 1974, a Resource Room serving 24 identified handicapped young people is in operation at the Exeter Area High School.

The proposals as submitted are included in the appendix.

2. ASSESSMENT OF SERVICES OFFERED IN SCHOOL SYSTEMS

Supervisory Union #16

Supervisory Union #16 offers the following services for Handicapped Children within the Union.

1. Primary Special Class
2. Intermediate Special Class
3. Junior High School Special Class
4. Resource Room at the High School
5. Learning Disability classes at
    - . Main Street School - Exeter
    - . School Street School - Exeter
    - . Stratham Elementary School - Stratham
    - . Brentwood Elementary School - Brentwood
    - . E. Kingston Elementary School - E. Kingston
6. Rockingham School for Special Children
7. Speech Therapy

Supervisory Union #21

Supervisory Union #21 offers the following services to the Handicapped

1. Junior High School Special Class
2. Speech Therapy

Supervisory Union #14

Supervisory Union #14 tuitions special students to schools outside the Union.

Note: The statistical breakdown of handicaps is included in the section on Assessment of Handicapped.

3. EVALUATION OF THE MANAGEMENT OF SPECIAL EDUCATION PROGRAMS IN SUPERVISORY UNION #16

An evaluation of the management of Special Education Programs in Supervisory Union #16 was made by Dr. Roland Goddu, Director of the New England Program in Teacher Education. His report, which follows, addresses management concerns and particularly the relationship of the Rockingham School to the other Special Education Programs in Supervisory Union #16.

REPORT ON THE STRENGTHS AND WEAKNESS OF THE SPECIAL EDUCATION PROGRAMS IN THE EXETER, N. H. SCHOOLS

DIRECTOR: Roland Goddu

The purpose of the examination made by this consultant was to determine the Macro-organization characteristics of the program for the handicapped at Exeter as it affected the growth, development, and impact of the Rockingham School. It was hypothesized that these organization factors were having an impact on program development at the Rockingham School and would affect the development of a community related vocational education program.

The study took place over a period of two days and consisted of at least thirty minute interviews with:

Superintendent of Schools	Jerome Melvin
Teacher Consultant	Fred King
Director of Special Education	Caren Schubart
Principal	Nancy Warren
Assistant Principal	Craig Krisdel
Principal	John Hodgdon
Teacher	Elaine McNulty
Teacher	Diane Doran
Teacher	Judy Gallahan
Teacher	Kathy Garon
Teacher	Helen Wilson
Nurse	Gemma Jean

The interviews were unstructured, though an interview schedule (Appendix A) was available and completed. All persons interviewed were informed that the interview focus was organizational rather than program evaluative.

1. Structure

The organization chart (Appendix B) for line responsibility was in the process of negotation during the period of the site visit. The need for high visibility, priority, and status of programs for special education were clearly the major criteria for structure in the eyes of the Superintendent, Teacher Consultant, and the Director of Special Education. The School Principals emphasized more programs responsiveness to teachers and pupil need, as did many of the Teachers. The Teachers also emphasized the need to maintain the support and status of the Department of Special Education.

A major observation with regard to Rockingham is that it was considered by all to be an integral part of the Unions special education programs. Therefore, its place in the organization would be determined as a result of where in the organization special education was placed.

The issue of structure is framed in a "who has authority over whom" framework. The different functions to be performed have not been distinguished and has not been allocated to the functional authority. It seems that the source of dollars - federal, state, or local - may also be seen as the major structural determinant. Because of this Rockingham, with its peculiar multiple funds and tuition based funding, is seen as different structurally; different enough to be neglected in the analysis of appropriate structure. Rockingham's peculiar board reporting mechanism also reinforces this attitude. No one discussed these Rockingham peculiarities as models for resolution of the structure issue.

Recommendation

If Rockingham School as an ongoing program is to gain support from the Union, and if Rockingham School is to develop a program which is not in conflict with other portions of the Union, it is critical that the structure relation of Rockingham be considered.

A program development and support criteria for structuring would make the school unit the focus for authority. Thus, the school principal would become the program and personnel responsible person and such an arrangement would:

1. place special education department personnel in supportive roles to school program and personnel development
2. allow for the development of standards for performance for personnel which would be child-service responsive
3. allow the resources of Rockingham School to develop in a coordinated way with the programs of the other schools of the town and of the union
4. allow staff to coordinate programs for children more systematically with the other teachers

2. Service

The creation of the role of Director of Special Education has had a significant impact on the morale of teachers serving children with special problems, the procedures for diagnosis, prescription and record keeping, and most importantly a professional development of staff. Special class teachers have taken active steps to integrate children into regular programs and, in so doing, have created a climate where Rockingham School Children would also be acceptable into regular school programs.

The sensitivity to the existence of children with special problems has been increased. The concern for quality diagnosis and prescription has raised very high expectations on the part of regular teachers. This has increased maybe inordinately the demands on special class teachers and on increasing the number and kind of child served at Rockingham. There was almost general agreement among non-Rockingham staff that Rockingham should be designed to serve also emotionally distrubed children and children with regular I.Q. ranges with other handicapping conditions.

It was clear that the service provided for educable and trainable children was found very acceptable. It was recognized that the additional service load would require different financing and staffing arrangements.

If any further increase in program is to occur, the role of Director of Special Education needs to be simplified. The present responsibilities of the Director are too numerous to perform.

In addition, a key organizational role which needs to be created is that of School Psychologist where diagnostic responsibility can be maintained at the high quality which Exeter and Rockingham have as expectations. At this time the lack of such a distinct role creates some organization confusion between those persons who define service in terms of those identified as divergent in the existing population, and those who define services in terms of standard definitions of handicaps.

Recommendation

If the quality of service is to be maintained and improved and if all children with divergent needs are to be served, it would be important to develop agreed upon written

1. standards for performance by personnel serving the children which emphasize professional and personal criteria

2. service roles for the programs in special education operated by the different groups

    a. Rockingham
    b. Special Class Teachers
    c. Learning Disability Resource Center
    d. Other Specialist

3. Program

A macro-organization analysis can not determine the quality of specific programs. It can determine gaps to be filled. The information provided would indicate a lack of programs for:

1. Emotionally disturbed
2. Physically Handicapped
3. Children with normal I.Q. with some learning affecting divergent
4. Children in the adolescent and early adult age groups
5. Children who need special vocational experience in business, industry, and service professions

There seems an interest in involving handicapped children in the regular school program as much as possible by all parties involved. While some arrangements need to be clarified administratively, the interest and attitude is positive. It is interesting to note that a two-way exchange of students has not developed. This creates the difficulty of having to "label" a child, who may need special help (for example, in large motor development) in only one area to assign him to a special service.

Recommendation

One wonders if it might not be possible to send "regular" students to Rockingham for specialized tutoring in a need area for a short period, say once a week. In this way some of the techniques used with educable and trainable learners for teaching reading would be available to children with special analogous reading problems.

SUMMARY

The role and purpose of Rockingham School is seen as valuable. Many feel its service areas need to be expanded and feel that budget and staff support should be improved. Some feel that more interaction among programs through student exchange should increase rapidly.

Program development in need areas has slowed some because of the transitional state of the table of organization. Rockingham School does see itself as well related and connected to the resources it needs. This observer noted, though, that cooperation in program development would be increased if:

1. A school system based diagnostician was available to serve both Rockingham and the Union
2. The program level responsible persons (principals) could plan and evaluate program and personnel in a coordinated way, independently of the source of funds.
3. Two-way exchange arrangements for children with special learning needs could be developed among and between the regular and the special programs. This includes increased exchange among special education programs as well.
4. Written job expectations and program expectation documents were produced.

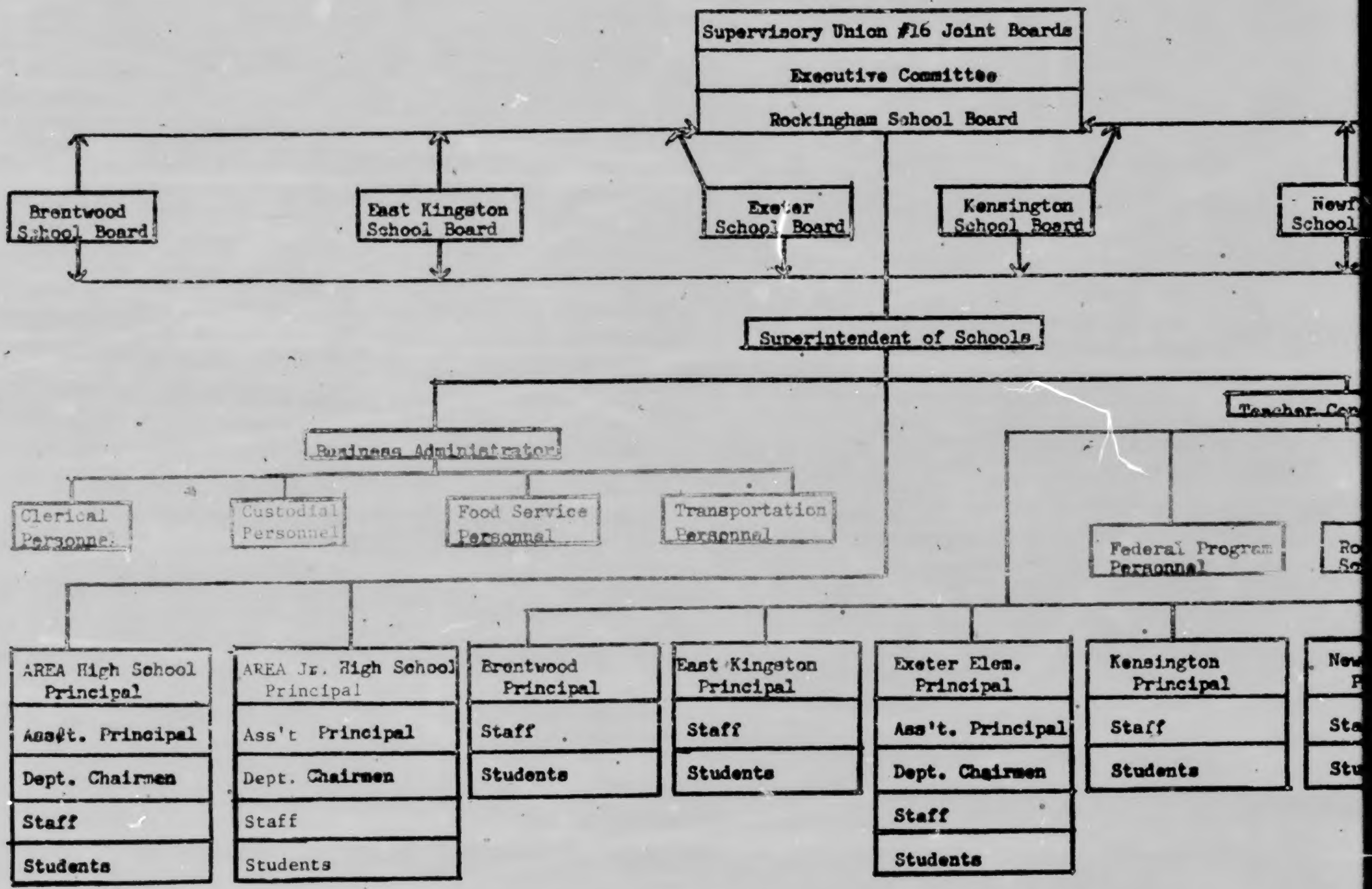
There is a clear need of policy and program directives agreed to by the administration and the faculties and approved by the Board in areas other than the evaluation and placement criteria for students.

Appendix A

INTERVIEW SCHEDULE

People to see	Administration	
Caren Schubart	Director of Special Education	S. U. #16 Office
Jerome Melvin	Superintendent of Schools	S. U. #16 Office
Fred King	Teacher Consultant	S. U. #16 Office
Craig Krisel	Assistant Principal Elementary	Main Street School
John Hodgdon	Principal Elementary	Lincoln Street School
Nancy Warren	Principal	Rockingham School
Teachers Special Classes		
Elaine McNutly	Learning Disabilities Director of Center	S. U. #16 Office
Diane Doran	Learning Disabilities	S. U. #16 Office
Judy Gallahan	Learning Disabilities	S. U. #16 Office
Kathy Garon	Special Class Primary	Main Street Annex
Helen Wilson	Special Class Intermediate	Lincoln Street School
Gemma Jean	Elementary Nurse	Lincoln Street School

NEW HAMPSHIRE SUPERVISORY UNION NO. 16 - TABLE OF ORGANIZATION 1-[illegible]-1974


Supervisory Union #16 Joint Boards
Executive Committee
Rockingham School Board
Brentwood School Board
East Kingston School Board
Exeter School Board
Kensington School Board
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Superintendent of Schools
Business Administrator
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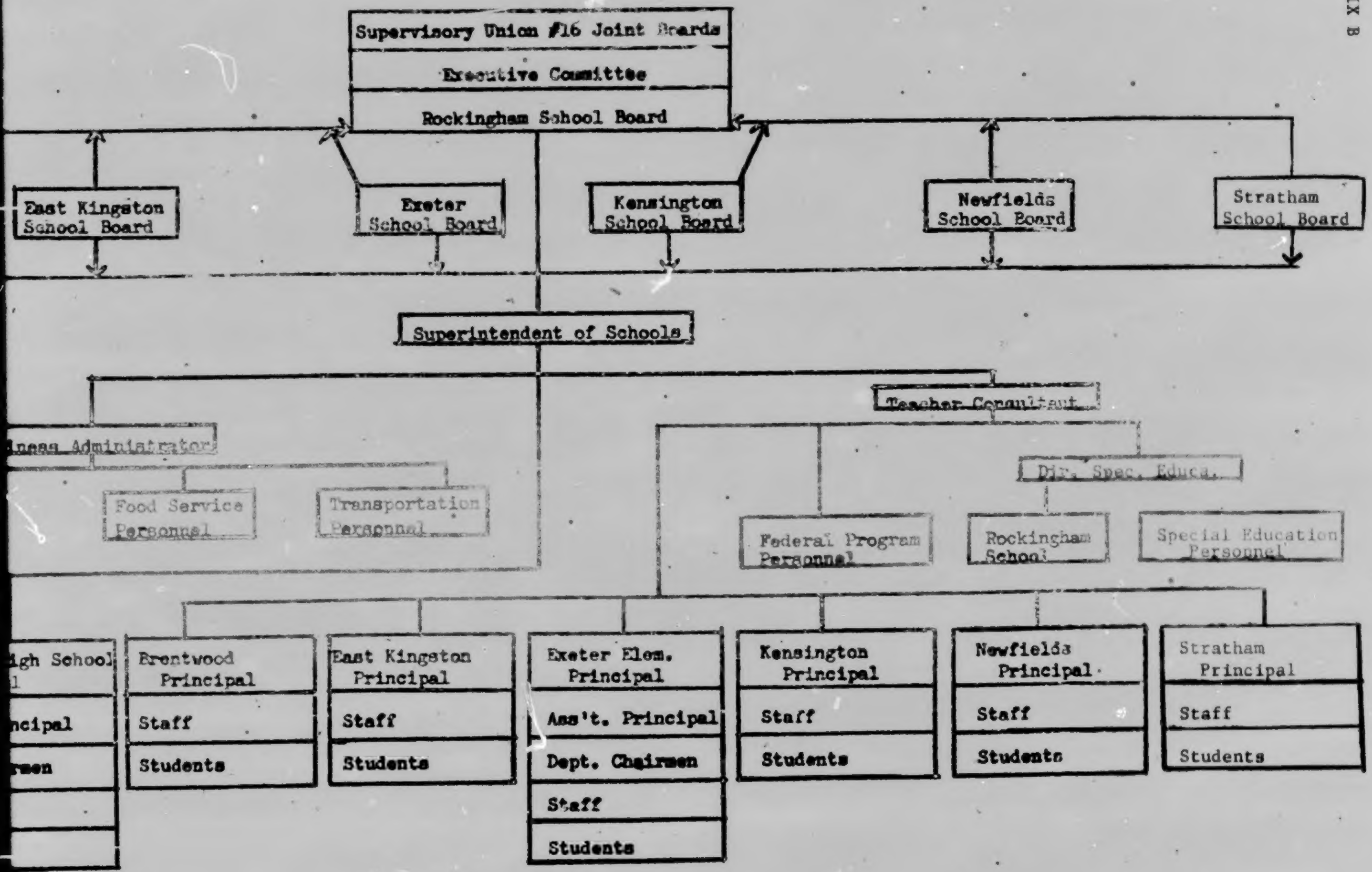
APPENDIX B

NEW HAMPSHIRE SUPERVISORY UNION NO. 16 - TABLE OF ORGANIZATION 1-4-1974


Supervisory Union #16 Joint Boards
Executive Committee
Rockingham School Board
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Kensington School Board
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Stratham School Board
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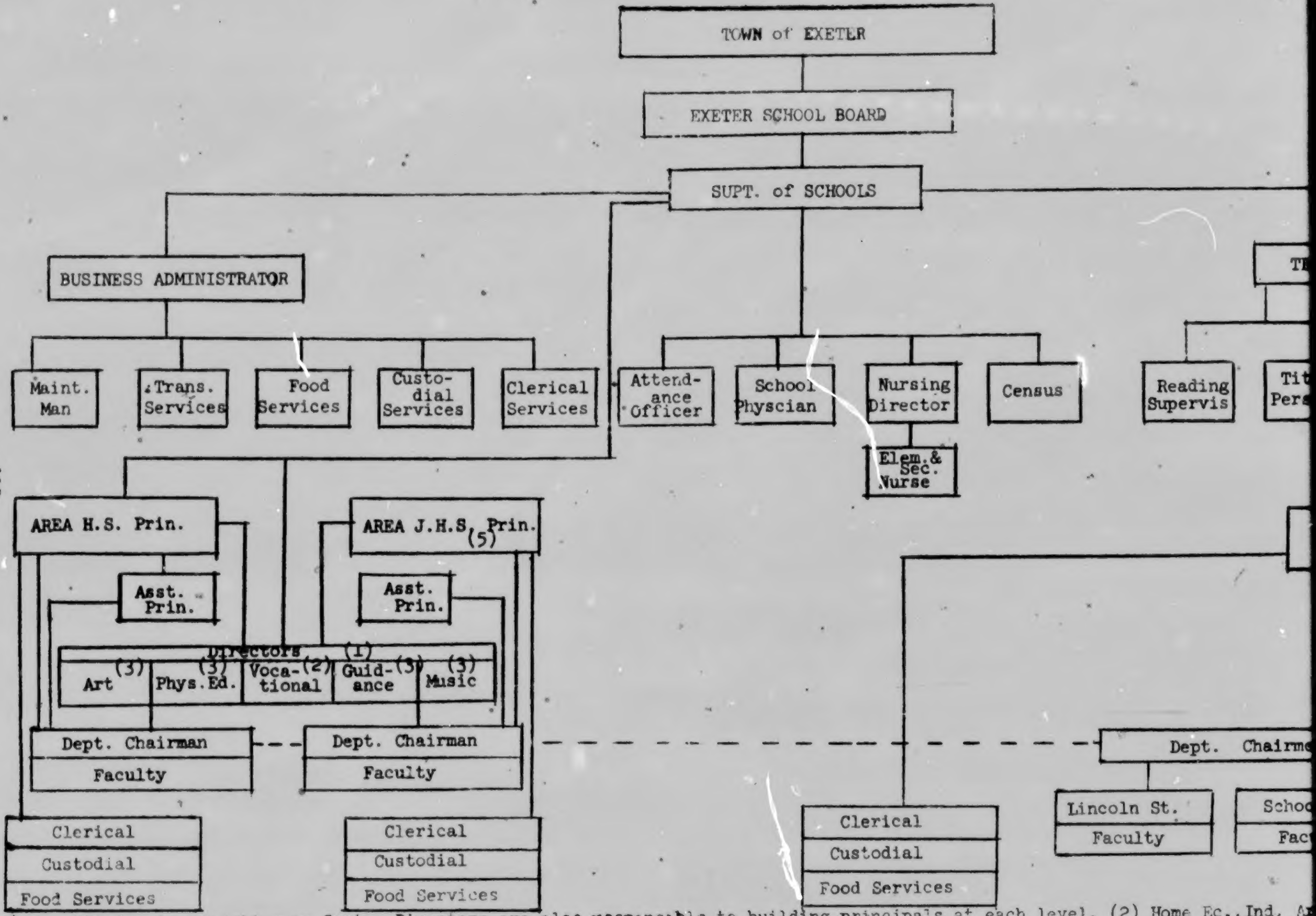
TOWN of EXETER
EXETER SCHOOL BOARD
SUPT. of SCHOOLS
BUSINESS ADMINISTRATOR
Maint. Man
Trans. Services
Food Services
Custodial Services
Clerical Services
Attendance Officer
School Physcian
Nursing Director
Elem.& Sec. Nurse
Census
TE
Reading Supervis
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AREA J.H.S. Prin. (5)
Asst. Prin.
Asst. Prin.
Directors (1)
Art (3)
Phys.Ed. (3)
Voca-tional (2)
Guid-ance (3)
Music (3)
Dept. Chairman
Faculty
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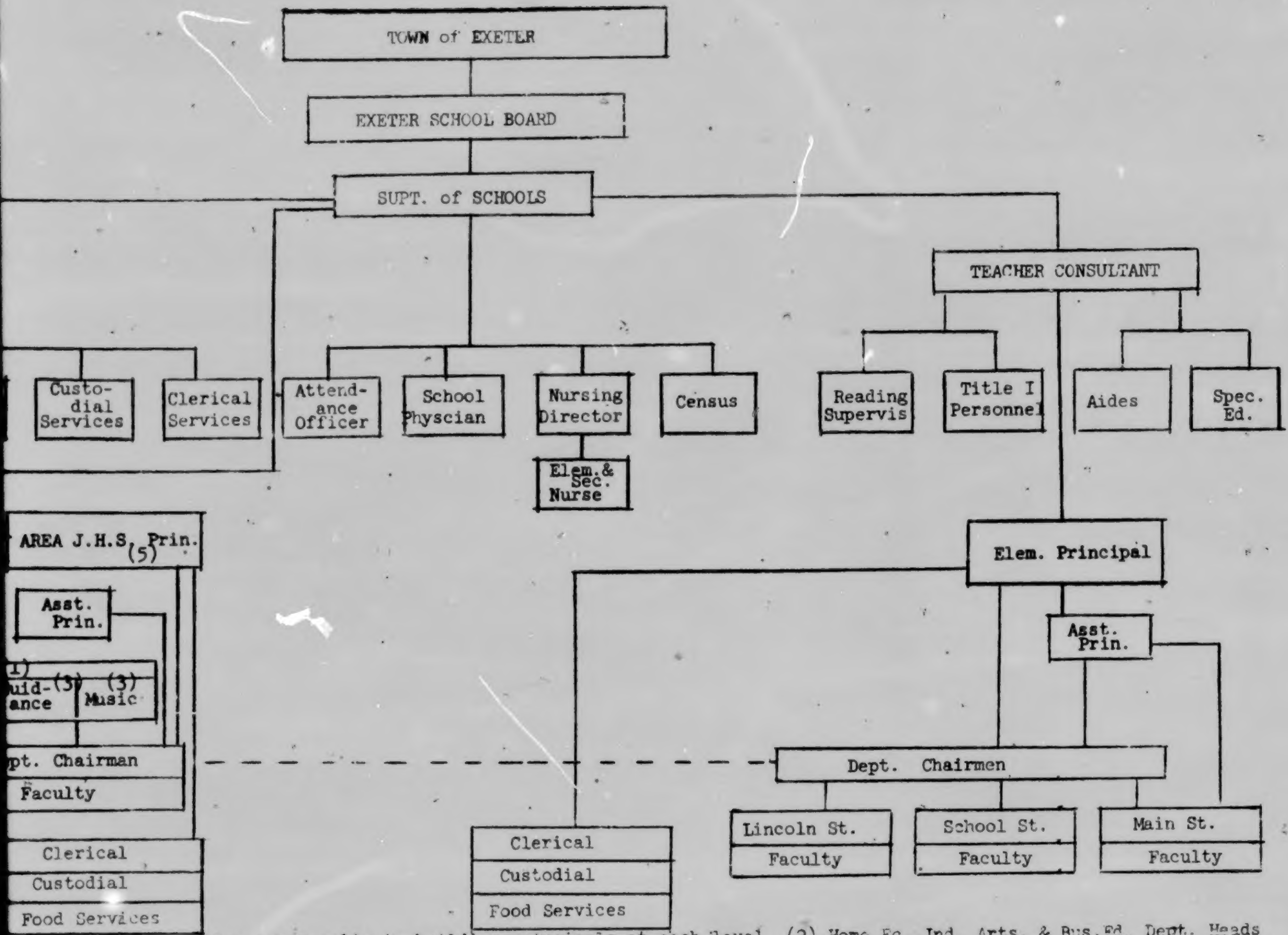
(1) In addition to reporting to Supt., Directors are also responsible to building principals at each level. (2) Home Ec.,Ind. Ar
are responsible to Voca. Educ. Dir. (3) These directors have grades 1-12 responsibilities; supervision, evaluation, etc. (4) Dot
linking pin concept. (5) Jr. H.S. Principal is responsible to Teacher Consultant for 6th Gr. personnel. (6) SHS Foreign Lang. Ch


TOWN of EXETER
EXETER SCHOOL BOARD
SUPT. of SCHOOLS
TEACHER CONSULTANT
Custo-dial Services
Clerical Services
Attend-ance Officer
School Physcian
Nursing Director
Elem. & Sec. Nurse
Census
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Clerical
Custodial
Food Services
Elem. Principal
Asst. Prin.
Dept. Chairmen
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Food Services
Lincoln St.
Faculty
School St.
Faculty
Main St.
Faculty

t., Directors are also responsible to building principals at each level. (2) Home Ec., Ind. Arts, & Bus. Ed. Dept. Heads
(3) These directors have grades 1-12 responsibilities; supervision, evaluation, etc. (4) Dotted lines (---) indicate
rincipal is responsible to Teacher Consultant for 6th Gr. personnel. (6) SHS Foreign Lang. Chairman has 7-12 responsibilities.

4. A Series of three Workshops involving Personnel from Supervisory Union #16 were conducted. These Workshops included:

    1. Presentation of Dr. Goddu's Report
    2. Discussion of Goals of Special Education Department and its relation to other programs in the Elementary, Junior High, and High School
    3. The Development of Philosophy of Special Education for Supervisory Union #16.

The workshop included:

Superintendent of Schools	Fred King
Assistant Superintendent of Schools	Richard Shott
Business Manager	Dan Durgin
Main Street Principal	Craig Kriesil
Lincoln Street Principal	John Hodgdon
High School Principal	Richard Bergeron
Assistant High School Principal	David Mann
Rockingham Principal	Nancy Warren
Learning Disabilities Staff	Elaine McNutly
Elementary Guidance Director	Roger Deschenes
High School Guidance Director	Lucy Weeks
Vocational Education Director	Langdon Plummer
Special Education Director	Caren Schubart

As a result of the three workshops, the following Philosophy of Special Education was developed.

SUPERVISORY UNION #16

A PHILOSOPHY OF SPECIAL EDUCATION

COMMITTEE:

John R. Hodsdon, Chairperson
Roger Deschenes
Frank Kozacka
Elaine McNulty
Caren Schubart
Joan Vachon
Nancy Warren
Helen Wilson
Gemma Jean

PHILOSOPHY OF SPECIAL EDUCATION

The following philosophy is consistant with the philosophy of education of Exeter and is not meant to replace it.

Special Education in Supervisory Union #16 is part of the total educational program. Its purpose is to facilitate equal opportunities for all children. Inherent in this philosophy is the assumption that every student is entitled to an education to the full extent of his potential. Each student must be allowed to progress at a speed comensurate with his ability, readiness and interest so that he may be working at a level where he is able to function well and feel successful.

In order to achieve this goal, programs and services, using appropriate resources within the school and community, should be available to students and teachers. The effectiveness of the resources is determined by the flexibility and creativity of people involved with the student.

RESOURCE PROGRAM RATIONALE

A Resource Program should provide supportive services to students and teachers in Supervisory Union #16 such as a diagnostic team, a placement team, and other specialists within the school and community. Resource rooms will also be available to the program for the purpose of providing special services to the student.

A distinct advantage to a Resource Program is that it will provide greater flexibility, and therefore more adequate services for students. This concept necessitates a greater team effort involving classroom teachers, specialists, and parents. Because of this, a larger number of students within a wider range of needs are served. Therefore, it eliminates the negative conotation of the self-contained classroom housing only low ability students. The student is able to experience success and develop a positive self concept. It should be stressed that services are not limited to those offered in the resource rooms. (They may include consultation, special materials, or student programming.)

OBJECTIVES

I. To provide a resource team

1974 - 1975 School Year

Activity 1: The superintendent will be responsible for reorganization of current special education staff which will be completed by January 15, 1975.

A. The resource team is a composite of all the appropriate personnel within the school and community. The Resource Program director is responsible for choosing personnel to serve on the diagnostic team as found necessary, such as the Learning Disability specialist, speech pathologist, school nurse, school psychologist, occupational therapist, and guidance counselor

B. The placement team consists of the Resource Program director, who acts as chairperson, building principal, school nurse, guidance counselor, resource teacher, classroom teacher, and Learning Disability specialist.

C. One representative from the elementary, junior high, and high school levels and one principal from each outlying town will meet with the Resosource director and a resource teacher to develop an effective communication system between the team and the classroom teacher.

Activity 2: The superintendent will be responsible for providing a Resource Program director and a secretary.

Activity 3: Provision will be made for educational aide positions in each resource room for 1975-76. One educational aide is recommended for each outlying town in Supervisory Union #16 for 1975—1976.

Activity 4: To guarantee proper coordination and communication between the special education department and all other pupil personnel areas, this committee strongly urges the Supervisory Union #16 joint school boards to employ a Pupil Personnel Director.

II. To provide appropriate diagnostic information and a prescriptive plan on each student serviced through a team approach.

1975 - 1976 School Year

Activity 1: The placement team will be responsible for reviewing and appropriately placing all students presently enrolled in special education in Supervisory Union #16 by April 15, 1975. New referrals will also be considered.

A. The placement team will be responsible for evaluating and reviewing all students in special education classrooms to determine who will benefit most from the regular classroom experience.

B. The placement team will be responsible for reviewing referrals from the regular classrooms to determine who will benefit most from resource services.

1975 - 1976 School Year

Activity 1: The director of the Resource Program will be responsible for a needs assessment for the total Resource Program to be completed by budget time to determine the need for new or additional facilities, programs, and services.

Activity 2: The placement team will be responsible for reviewing and appropriately placing all students presently enrolled in special education in Supervisory Union #16 by April 15, 1976. New referrals will also be considered.

A. The placement team will be responsible for evaluating and reviewing all students in special education classrooms to determine who will benefit most from the regular classroom experience.

B. The placement team will be responsible for reviewing referrals from the regular classrooms to determine who will benefit most from resource services.

1976 - 1977 School Year

Activity 1: The director of the Resource Program will be responsible for a needs assessment for the total Resource Program to be completed by budget time to determine the need for new or additional facilities, programs, and services.

Activity 2: The placement team will be responsible for reviewing and appropriately placing all students presently enrolled in special education in Supervisory Union #16 by April 15, 1977. New referrals will also be considered.

A. The placement team will be responsible for evaluating and reviewing all students in special education classrooms to determine who will benefit most from the regular classroom experience.

B. The placement team will be responsible for reviewing referrals from the regular classrooms to determine who will benefit most from resource services.

OBJECTIVES

III. To provide resource rooms to meet the needs of at least twice the number of students currently being served in Supervisory Union #16.

Activity 1: To convert the three self-contained special education classrooms and Rockingham School to resource rooms and further develop the high school resource room and the Learning Disabilities facilities over a three year period.

1974 - 1975 School Year

A. The special education director and principals will provide opportunities for teachers to examine the Resource Program as a substitute for the existing special education program prior to February, 1975.

B. The teacher consultant will be responsible for organizing a series of in-service meetings for teachers and parents to begin in April of 1975.

C. A complete inventory of all equipment and materials available for use in the Resource Program will be completed by the present special education teachers and Rockingham School staff.

D. The teacher consultant and business administrator will be responsible for relocating special education and Rockingham School funds into the Resource Program.

1975 - 1976 School Year

A. The teacher consultant will be responsible for organizing a series of in-service meetings for parents and teachers to begin in September, 1975.

B. The superintendent will be responsible by September, 1975, to make the following resource rooms available to the program - Primary, Intermediate, Junior High Special Education rooms, High School Resource Room, Rockingham School, (Learning Disability facilities -?). Provision will be made for self-contained classrooms for those students who are not yet ready to be integrated.

C. The directorof the Resource Program, in cooperation with the building principal, will develop the budget for materials and equipment for the 1976-1977 school year.

D. One third of the present students in special education will be assigned to a regular classroom and offered the services of the resource rooms. The resource rooms will be made available to an equal number of students from the regular classroom.

1976 - 1977 School Year

A. The teacher consultant will be responsible for organizing a series of in-service meetings for parents and teachers to begin in September, 1976.

B. The director of the Resource Program,in cooperation with the building principal, will develop the budget for materials and equipment for the 1977-1978 school year.

C. An additional one third of the original number of students will be assigned to a regular classroom and offered the services of the resource rooms. The resource rooms will also be made available to an equal number of students from the regular classrooms.

A. An additional one third of the original number of students will be assigned to a regular classroom and offered the services of the resource rooms. The resource rooms will also be available to an equal number of students from the regular classrooms. The one third to be assigned into regular classrooms refers only to Supervisory Union #16 students at the Rockingham School.

IV. **The Resource Program director will be responsible for a continuous evaluation of the Resource Program and to recommend appropriate changes to the superintendent of schools.**

Activity 1: Teacher Evaluation

A. Opportunities will be provided for teacher reaction to the Resource Program.

B. Opportunities will be provided for evaluation of student program by classroom teachers and appropriate team members.

Activity 2: Parent Evaluation

A. Opportunities will be provided for parents to discuss the Resource Program.

B. Opportunities will be provided for evaluation of student programs by parents and appropriate team members.

Activity 3: Student Evaluation

A. Opportunities will be provided for students to express their feelings and opinions about the program.

Activity 4: Team Evaluation

A. Opportunities will be provided for continuous evaluation of the students' performance against the criteria set up by the team.

B. Opportunities will be provided for weekly meetings for resource team members for the purpose of evaluating and modifying the program.

C. Resource team members will develop an annual survey for parents and staff members to evaluate the program.

Activity 5: Opportunity will be provided for the school board and and the superintendent of schools to evaluate the Resource Program.

5. POSSIBLE SITES FOR A SHELTERED WORKSHOP

The following information was gathered to possible sites for a Sheltered Workshop.

a. Exeter Area High School - Tuck Building. Two rooms are available for a sheltered workshop in the basement of the Tuck Building. Each room is in good condition, well lighted, and readily accessible. They are near the existing Resource Room for special students in the High School. The only cost for this would be for equipment - approximately $20,000.00

b. Plans for a proposed Vocational Building for Exeter Area High School include a large area designated for the handicapped. This will be an ideal area for a sheltered workshop, and school board and administration are so planning. The cost for this would be included in the total cost of the building. Additional equipment could amount to $20,000.00

c. If the Rockingham School Program emphasis is focused on the trainable mentally retarded, area on the first floor could be designated and redesigned for this purpose. Approximately $20,000.00. If an addition were made, costs could run $30,000.00 to $40,000.00.

RECOMMENDATIONS OF THE PROJECT

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1. Rationale

One of the most marked needs which were identified in this study was for more services for the handicapped at the Secondary level, especially in the area of vocational education for both the mildly mentally retarded students and for trainable young adults who remain in the community. There is great need for a developing cooperative program between the schools and Vocational Rehabilitation Services. The schools want evaluation, rehabilitation and placement for handicapped students. The Division of Vocational Rehabilitation of the State of New Hampshire wants students to receive better training for work while they are still in school and wants contact with students at an earlier age. (Vocational Rehabilitation Services can be made available for students 14 years and above.) They both desire a closer working relationship between the school programs and those of Vocational Rehabilitation. There are 24 mildly retarded students in the Resource Room Program at the High School plus 11 trainable young adults identified in the study who need the services of a school-community vocational rehabilitation program. In addition, it was determined that, of the 90 families included in the study, only 12 had had any contact with a Rehabilitation Counselor or the Rehabilitation Services available.

There is a sheltered workshop program available in Portsmouth, the Great Bay Training Center, to serve the trainable mentally retarded, but again, there has not been developed a close liason or a program for pre-vocational skills and training for those entering the programs.

In all of these programs, no one person or group of counselors has been given the responsibility for providing vocational training and education.

A program needs to be developed which will

(1) Increase the number of students among the mentally retarded (handicapped) being prepared for remunerative work.

(2) Develop a coordinated program between Special Education and Vocational Education in the schools and Vocational Rehabilitation Services.

(3) Systematize and develop a program of work evaluation, work tryout, and work training which is school-community coordinated.

(4) Improve the diagnosis, placement and curriculum development in vocational education for the handicapped.

(5) Instruct both public school teachers and the community employers counselors in the special knowledges and techniques found effective in working with the handicapped.

(6) Provide an easy access point for parents and handicapped adults seeking guidance and counseling in vocational programming.

2. Major Program Recommendations

A VOCATIONAL REHABILITATION COUNSELOR BE EMPLOYED TO DEVELOP VOCATIONAL PROGRAMS TO SERVE THE HANDICAPPED STUDENTS AND THEIR FAMILIES IN THE ROCKINGHAM SCHOOL, SPECIAL EDUCATION CLASSES AND RESOURCE ROOMS OF THE EXETER AREA SCHOOL DISTRICT

A SOCIAL RESOURCE FIELD PERSON BE EMPLOYED TO ASSIST THE VOCATIONAL REHABILITATION COUNSELOR IN DEVELOPING THE PROGRAMS

The Vocational Rehabilitation Counselor should develop vocational programs which would

(1) Provide a comprehensive evaluation of the employment expectation for handicapped students both prior to and during work experiences through

- (a) Provision of work evaluation, work adjustment, supervision and work follow-up analysis.
- (b) Pre-vocational evaluations
- (c) Program of in-school work experiences and supervision

(2) Develop a vocational education curriculum for the Special classes, Resource Room Programs and the Rockingham School with emphasis on in-school and out-of-school work experiences in the community.

(3) Provide a systematic program of work-study and out-of-school work experiences.

(4) Provide information and referral services to the handicapped and their parents about vocational rehabilitation and work opportunities in the community.

(5) Provide counseling and individual vocational opportunities to the handicapped young adult and his parents.

(6) Initiate a program of in-service training of curriculum, develop teaching techniques and the special needs of the handicapped for teachers and community employers providing work opportunities to the handicapped.

(7) Provide specialized training in the four identified areas of employment opportunities (see Rockingham Study) for the handicapped:

- (a) Car Dealerships
- (b) Restaurants
- (c) Nursing Homes
- (d) Supermarkets

3. Funding

(1) A program such as has been described has been submitted to the U. S. Office of Education Regional Office. It was combined with a Vocational Educational Program with the Exeter Area High School. The Handicapped Section is included in the appendix.

(2) This same proposal will be submitted to the Division of Vocational Rehabilitation with an amended Budget to include:

1. Personnel	
Vocational Rehabilitation Counselor	$10,000.00
Field Representative	10,000.00
2. Equipment and Supplies	5,000.00
	$25,000.00

4. Appendix

1. Needs Statement: Vocational Education for the Handicapped
    - 1a. General Goals
    - 1b. Specific Objectives
    - 1c. Activities
    - 1d. Levels Flow Chart
    - 1e. Time Frame
2. Results or Benefits Expected
3. Evaluation
4. Sites for Instruction
5. Cooperating Organizations
6. Budget

1. Needs Statement: Vocational Education for the Handicapped

Over the past 15 years, services to handicapped children have increased in scope and numbers in the Exeter Area. Ten years ago there was one class for educable children at the elementary level plus a private school serving approximately 30 multiply-handicapped children. A recently completed study on "The Development of Vocational Programs for Exceptional Children," identified that a total of 159 children are currently being served in the Exeter schools: 3 classes for the educable mentally retarded, 2 classes for children with learning disabilities, a Resource Room Program at the Exeter Area High School and The Rockingham School serving trainable multiply-handicapped children.

However, as these programs developed, very little was done to prepare these children vocationally. The Rockingham trustees, formerly trustees of the Rockingham School for Exceptional Children, parents and public school administration and School Board members, had become increasingly concerned about the lack of vocational opportunities and training programs provided for the handicapped children and young adults in the Exeter Area.

A project to assess the vocational needs of the handicapped in the Exeter Area and make recommendations for vocational programs to meet those needs using school and community resources has recently been completed by Mrs. Jean Tufts of the New England Program in Teacher Education. This project included an 1) assessment of the vocational needs of the handicapped, 2) assessment of the public school programs to determine the needs still unmet in vocational education, and 3) assessment of the vocational potential in the community. A full description of this study is included in the appendix.

One of the most marked needs which were identified in this study was for more services for the handicapped at the Secondary level, especially in the area of vocational education for both the mildly mentally retarded students and for trainable young adults who remain in the community. There is great need for a developing cooperative program between the schools and Vocational Rehabilitation Services. The schools want evaluation, rehabilitation and placement for handicapped students. The Division of Vocational Rehabilitation of the State of New Hampshire wants students to receive better training for work while they are still in school and wants contact with students at an earlier age. (Vocational Rehabilitation Services can be made available for students 14 years and above.) They both desire a closer working relationship between the school programs and those of Vocational Rehabilitation. There are 24 mildly retarded students in the Resource Room Program at the High School plus 11 trainable young adults identified in the study who need the services of a school-community vocational rehabilitation program. In addition, it was determined that, of the 90 families included in the study, only 12 had had any contact with a Rehabilitation Counselor or the Rehabilitation Services available.

There is a sheltered workshop program available in Portsmouth, the Great Bay Training Center, to serve the trainable mentally retarded, but again, there has not been developed a close liason or a program for pre-vocational skills and training for those entering the programs.

In all of these programs, no one person or group of counselors has been given the responsibility for providing vocational training and education.

General Goals

(1) To increase the number of students among the mentally retarded (handicapped) being prepared for remunerative work.

(2) To develop a coordinated program between Special Education and Vocational Education in the schools and Vocational Rehabilitation Services.

(3) To systematize and develop a program of work evaluation, work tryout, and work training which is school-community coordinated.

(4) To improve the diagnosis, placement and curriculum development in vocational education for the handicapped.

(5) To instruct both public school teachers and the community employers counselors in the special knowledges and techniques found effective in working with the handicapped.

(6) To provide an easy access point for parents and handicapped adults seeking guidance and counseling in vocational programming.

Specific Objectives

(1) A comprehensive evaluation of the employment expectation for handicapped students both prior to and during work experiences through

(a) provision of work evaluation, work adjustment, work supervision and work follow-up analysis

(b) pre-vocational evaluations

(c) program of in-school work experiences and supervision

(2) To develop a vocational education curriculum for the Special classes, Resource Room Programs and the Rockingham School with emphasis on in-school and out-of-school work experiences in the community.

(3) To provide a systematic program of work-study and out-of-school work experiences.

(4) To provide information and referral services to the handicapped and their parents about vocational rehabilitation and work opportunities in the community.

(5) To provide counseling and individual vocational opportunities to the handicapped young adult and his parents.

(6) To initiate a program of in-service training of curriculum, develop teaching techniques and the special needs of the handicapped for teachers and community employers providing work opportunities to the handicapped.

(7) To provide specialized training in the four identified areas of employment opportunities (see Rockingham Study) for the handicapped:

(a) Car Dealerships
(b) Restaurants
(c) Nursing Homes
(d) Supermarkets

Activities

I. A program involving several program levels of services would be developed by the project. The levels envisioned would include:

(a) Referral

(b) Evaluation

(c) Training

(d) Placement

(e) Operational Functioning

The Referral level will be an intake process primarily and will consist of developing a system of referring students to the Vocational Counselor. Referrals which will come mainly through classroom teachers, guidance personnel and special education staff. Handicapped students who dropped out of school or with problems would be automatically referred to the project from a system for referral of students and young adults. Non-school community agencies would be developed. Using the existing referral for of both the schools and Vocational Rehabilitation, a form will be developed for use for all referrals in the project.

The Evaluation level would be development of an evaluation process for each client referred to the project. Information would be collected including school records, medical records, tests, social summaries and case histories. Using the evaluation and placement regulations policies of the public schools and the Division of Vocational Rehabilitation, a staffing would be held with personnel from both agencies to determine if additional evaluation data was needed, and, if so, the necessary material or evaluation services to be provided. The vocational counselor will act as the resource for providing evaluation services in this joint venture between the schools and Division of Rehabilitation and will be responsible for making the appropriate services available.

Pertinent activities of the Vocational Counselor at this level would be:

(1) Reviewing school records, reports, forms, referral forms.

(2) Reviewing existing evaluations and tests, such as psychological and medical records.

(3) Arranging for further pre-vocational evaluation services.

(4) Staffing on evaluation.

(5) Personnel arrangements with clients and/or school and family.

(6) Developing plans for training program.

(7) Communication with people involved.

The Evaluation level is where planning is made for each client based on evaluation information gathered.

The Training level would include developing specific vocational training programs for each client based upon the information gathered in the evaluation level and the interest of the client. Clients will receive training in selective areas, either in school or in the community. School vocational training programs would be broadened to include areas of training needed. Again, the areas identified in the Rockingham Study would be incorporated into the Vocational programs. If out-of-school training in the community,arrangements will be made for this.

II. A social resources program will be developed through a field representative who will do social work with the selected clients and their families. This part of the program would have the responsibility of translating, evaluating, and communicating information relevant to the client's social pattern as it affected his work schedule.

The field representative would not only help counsel clients and their families toward realistic goals and provide guidance in social patterns, but would also become involved in the supportive services of the ongoing activities of the student and the program designed for him.

The activities of this part of the project include providing the following:

(1) Ongoing counseling work with the family.

(2) Specially needed preparations for the student.

(3) Special subtle factors that may enhance the person's progress. For instance: bus routes, use of money, etc.

(4) Support of work and social influence that may affect job or training situations.

(5) Activities that would relate to communicating within the project. I.e., the school personnel, alternative programs, and the Division of Vocational Rehabilitation.

III. Vocational training and educational curriculum would be developed by the staff of the project, the special education and vocational education staff, which would be need responsive and could be individualized to meet the needs of the students in the High School Resource Room.

Competencies necessary for success in a given job situation would be identified by:

(1) Study of existing research.

(2) Job descriptions supplied by potential employers identified in the Rockingham Study.

(3) Careful study of existing school-community programs.

Objectives and proposed activities planned to achieve them will be written up for evaluation at the end of a program.

A pre-vocational work attitude and habits curriculum emphasizing personal and social skills necessary for success will be developed for trainable students at the Rockingham School.

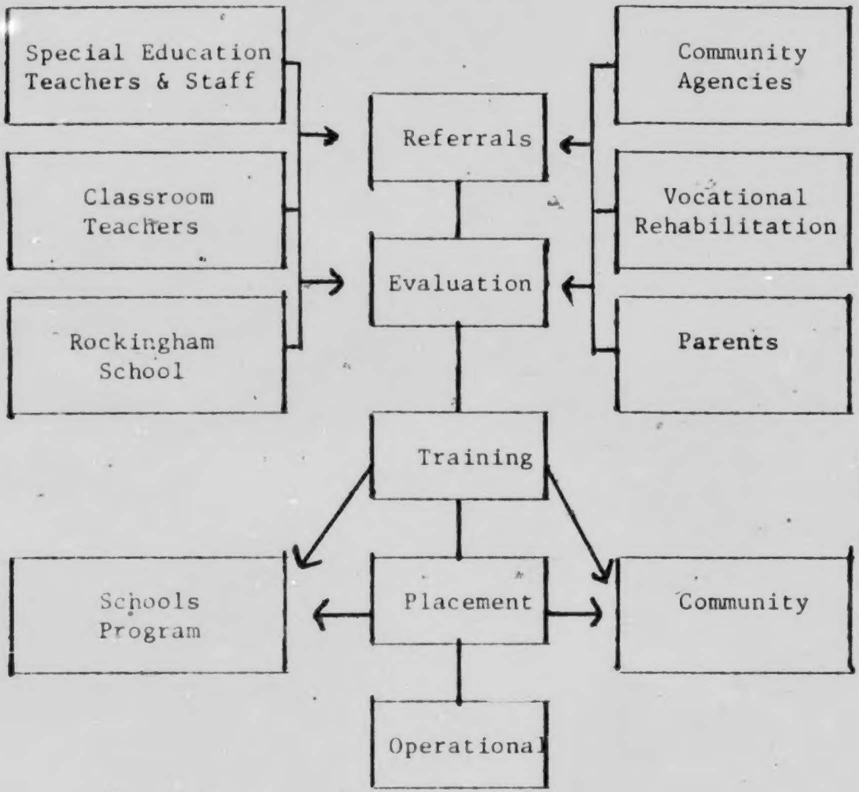
(1) A community advosory committee consisting of individuals from business, industry, local government, social agencies, the schools, and parents will be formed. The duties of this committee will be defined by the committee assisted by the project staff.

(2) A Community Training Program will be developed to include:

(a) Community people, school personnel, and vocational rehabilitation services personnel.

(b) Training in the nature and the needs of the handicapped, developing realistic job descriptions and expectations, and developing of vocational programs for the handicapped.

LEVELS FLOW CHART


Special Education Teachers & Staff
Classroom Teachers
Rockingham School
Referrals
Evaluation
Training
Placement
Operational
Community Agencies
Vocational Rehabilitation
Parents
Schools Program
Community

TIME FRAME

June to September

1. Planning of Referral Level
2. Hiring Personnel
3. Advisory Committee
4. Study Existing Research

September to January

1. Referral of potential clients
2. Begin Evaluation Level
3. Evaluation of Students
4. Program Planning for at least 6 students

January to June

1. Begin Training Level

March

1. Begin Placement level

PERSONNEL

1. Vocational Counselor
2. Field Representative

2. Results or Benefits Expected

1. That many of the 24 handicapped students with the Resource Room at the High School level would receive evaluation and vocational training to prepare them to earn a living in the community.

2. That all handicapped students in the Exeter Area would receive vocational educational services designed to assist them in gainful employment.

3. A vocational curriculum would be developed for handicapped children in the special classes, Rockingham School, and Resource Room in the High School which would provide for in-school and out-of-school work experiences in the community.

4. Information-Referral services about vocational rehabilitation would be readily available for handicapped children and their parents in the community.

5. Specialized training in four identified areas of employment for the handicapped would be provided.

6. A program of in-service training for teachers and community employers of the handicapped would be initiated, designed to assist those working in vocational programs for the handicapped.

7. A multi-level program of services for the handicapped would be developed which would involve:

   (a) Referrals
   (b) Evaluation
   (c) Training
   (d) Placement
   (e) Operational functioning.

Personnel

Vocational Counselor: responsible for arranging evaluation, evaluation, counseling, planning training, placing and supervising placement and conducting general work orientation for students.

Field Representative: provides social work services for students and families, responsible for translating, evaluating and communicating information relevant to the student's social pattern as it affects his work schedule.

3. Evaluation

The New England Program in Teacher Education (NEPTE) will assume responsibility for an outside evaluation of the program. NEPTE will construct an evaluative design on the basis of the program's goals, objectives, and activities. The evaluation reports will be presented at the 12th, 18th, 24th, and 36th months of the program's operation. NEPTE will serve in an ongoing monitoring capacity to the project, so the evaluation design will include a schedule and design for onsite evaluation on a monthly basis.

In addition, NEPTE staff responsible for this evaluation will attend all advisory committee meetings of the project.

VII. Geographic Location and Demographic Background

School Union #16 Union Office: Exeter, New Hampshire

School Districts and Buildings

The Union is composed of 6 towns, in southeastern New Hampshire, each operating independently as a separate school district with its own elementary education. All towns send their secondary students (Grades 7-12) to the Area Junior High School and the Area Senior High School. The towns of Brentwood, East Kingston, Exeter, Kensington, Newfields, and Stratham comprise the Union District and each town has a three man school board except Exeter, where the board is composed of seven members.

Union District 16 Staff and Students

1. Enrollment Grades 1-12 is approximately 3850 pupils.

2. There are over 225 teachers employed.

3. Nearly 85% of the pupils are transported by bus to and from school.

4. "Average" class size varies from year to year between 22-30 pupils per class.

5. Working hours for teachers extend from 8:00 a.m. to 3:00 p.m. for elementary schools (varies somewhat from town to town) and 7:50 a.m. to 2:45 p.m. for secondary schools.

The District Community

1. The total population living within the 6 towns of Union District 16 is approximately 18,500.

2. The major population center is the town of Exeter (over 10,000 people). This is the seat of county government for Rockingham County. The town served as provisional state capital during the Revolutionary War. Many beautiful old colonial homes are found in and around the town.

3. Major industries include education (Exeter is the home of the world famous Phillips Exeter Academy, a private college preparatory school); Sylvania Electric Company; Wise Shoe Company and Alrose Shoe Company; Milliken Industries (textiles and fiber glass products); other assorted light industry; and the usual retail shops. Many residents are employed outside the area of Union District 16, principally at the Portsmouth Navy Yard, Pease Air Force Base, and in the city of Boston, only 1 hour's drive from Exeter.

4. Cultural and recreational activities abound in the immediate area; Hampton Beach and Rye Beach are only 15 minutes from Exeter. The many lakes, parks,

and ski lodges of the White Mountains are located only 2 hours drive to the north. The cosmopolitan social life of Boston is only 1 hour's driving time from Exeter.

5. Opportunities for graduate work in education are nearby: UNH is a twenty minute drive while the colleges in the Boston area are within an hour drive.

4. Sites for Instruction

Several sites in addition to the regular area high school site are available for new programs.

Some of these are as follows:

1. Central downtown Exeter - vacant town DPW garage, 10,000 square feet. This could be used to house a transportation cluster and/or a portion of the manufacturing cluster. It could also be used for an adult education component or an alternative school site.

2. East Kingston - vacant service station.

3. Exeter - several vacant service stations.

4. Phillips Exeter Academy - 2200 square feet of vacant storage space.

5. Church parish halls - Congregational which are centrally located and would be suitable for ABE or alternative education.

6. Plant settings, such as classroom space at GTE - Sylvania in Exeter.

Such space would be located at or near potential and ongoing employment areas.

5. Cooperating Organizations

New England Program in Teacher Education
Roland Goddu, Director
Role: Evaluating Agency
Pettee Brook Office
Durham, New Hampshire 03824

Regional Area Advisory Committee on Vocational Education
Herbert Grant, Chairman
Role: Advisor to the Program

6.

BUDGET

Personnel	
Director	$ 15,000.00
Secretary	5,000.00
Vocational Rehabilitation Counselor	10,000.00
Field Representative	10,000.00
Automotive Instructor	10,000.00
General Metals Instructor	10,000.00
Building Trades Instructor	10,000.00
Aides (2) @$5,000.	10,000.00
Facility	
Rent	6,000.00
Heat	5,000.00
Electricity	1,000.00
Equipment	10,000.00
Materials	2,000.00
Evaluation and Consultation New England Program in Teacher Education	5,000.00
	$109,000.00

MATERIALS DEVELOPED

FOR THE

STUDY

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DEVELOPMENT
OF
VOCATIONAL PROGRAMS
FOR
EXCEPTIONAL CHILDREN
IN THE
EXETER AREA

A project to assess the needs of handicapped children in the Exeter area and make recommendations for vocational programs to meet those needs using school and community resources initiated by the Rockingham Trustees.

MRS. JEAN TUFTS
NEW ENGLAND PROGRAM IN TEACHER EDUCATION

ASSESSMENT OF THE VOCATIONAL NEEDS

Over the past 30 years, programs for handicapped children have increased both in scope and numbers in the Exeter area. Ten years ago there was one class of educable children at the elementary school and a private school, the Rockingham School serving approximately 30 municipal handicapped children. Today there are between 150 and 200 children being served in programs in the public schools of the Exeter area in three classes in the public schools, a learning disability class and the Rockingham Developmental Center.

However, as these programs developed very little or nothing was done in preparing the exceptional children in them vocationally. When they reached twenty-one, many returned to their homes, others were sent out of state to residential vocational centers and few were employed in the community. No programs were developed in the community or the schools to prepare these youngsters to earn a living. The Rockingham Trustees, formerly trustees of the Rockingham School which was given to the public schools, have become increasingly concerned about the lack of vocational opportunities and training programs provided for the handicapped children and adults in the Exeter area.

At the same time parents of these children and the Exeter School System were also becoming concerned by the lack of available educational programs at the secondary level especially in the area of vocational training. A coordinator of Special Education, funded by the N. H. State Department of Education, Division of Special Education, has been hired to work in the areas of assessment, coordination and program development including vocational programs for the exceptional child in the public schools. Plans are being developed for an Exeter area vocational school in coordination with the 20 center concept. The schools wish to include a program for the handicapped in this area school. They have indicated a desire to work with the Rockingham Trustees so that a community-school program could be developed.

I. The assessment of the vocational needs of the handicapped in the Exeter area which will include:

1. An identification of the number of handicapped children who need vocational programs.
2. A follow-up study of children previously enrolled in the Rockingham School to establish their disabilities as well as their capabilities in relation to vocational programs.
3. An evaluation of children in Special Classes in the Exeter School System to determine their vocational needs.
4. Evaluation of potential population of handicapped children attending special education and other established programs in the area.
5. A determination of the assessability factor of children needing vocational programs in relation to the location of the proposed programs.

II. The assessment of the vocational potential in the communities in the Exeter area which will include:

a. Potential jobs available in business, industry, social agencies and institutions for the handicapped.

b. The development of a list of possible "piecework" opportunities in the area.

c. Identification of businesses and industries interested in supporting and cooperating in vocational training and employment of the handicapped.

d. Determination what businesses and industries would make available materials and equipment for vocational training programs.

e. Determination of what facilities are available and the cost of such facilities for establishing vocational programs.

III. Assessment of School Potential for Vocational Programs for the Handicapped which will include:

a. Identification and assessment of present school programs available for the handicapped in the area.

b. Assessment of possible vocational programs for the handicapped in the secondary level in relation to the area vocational school.

Community Support

I. To establish a community consortium consisting of individuals from business, industry, local government, institutions, social agencies, the schools and parents to act as an advisory board providing a liaison between the schools and the community for vocational programs for the handicapped;

2. To make the community aware of the vocation needs of handicapped, proposed programs to be developed and the benefits of providing these programs locally;

3. To obtain commitment of local service clubs and organizations interested in supporting vocational programs for the handicapped through presentations.

DEVELOPMENT OF VOCATIONAL PROGRAMS

Development of Training Programs

1. To recommend appropriate vocational programs and delivery systems to meet the needs as delineated under assessment section;

2. To provide information on the facilities, equipment and materials needed to implement the above programs;

3. To provide staffing patterns and management systems necessary to implement the above programs;

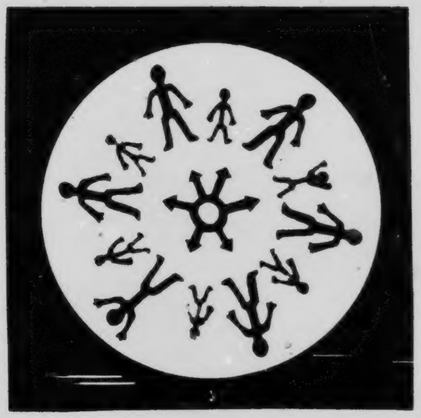
4. To provide costs and budgets to meet the costs of the proposed programs;

5. To provide resources for financial aid in establishing vocational programs.

Development of Staff Training Program

1. To develop a staff development program for the following groups:
    a. Community people involved in delivering community-based vocational programs to the handicapped;
    b. School personnel involved in vocational programs for the handicapped child including subject teachers, guidance personnel, vocational education personnel, special educators, and administrators.

ASSESSMENT
OF
HANDICAPPED CHILDREN
MATERIALS



HANDBOOK

FOR

FOLLOW-UP INTERVIEWS

This booklet is designed to assist the person using it to gather information from the children and families. It is to be used as an informal guideline rather than a formal registration of children into a program. It is important to make each interview a pleasant occasion and to establish a rapport with the family focusing on their input and suggestions for vocational programs for their child and other handicapped children in the area.

Rockingham Project

INTRODUCTION

Over the past 30 years, programs for handicapped children have increased both in scope and numbers in the Exeter area. Ten years ago there was one class for educable children at the elementary school and a private school, the Rockingham School serving approximately 30 municiple handicapped children. Today there are between 150 and 200 children being served in programs in the public schools of the Exeter area in three classes for the mentally retarded, a learning disabilities and the Rockingham Developmental Center, a private pre-school program for handicapped.

However, as these programs developed very little or nothing was done in preparing the exceptional children in them vocationally. When they reached twenty-one, many returned to their homes, others were sent out of state to residential vocational centers and a few were employed in the community. No programs were developed in the community or the schools to prepare these youngsters to earn a living.

The Rockingham Trustees, formerly trustees of the Rockingham School which was given to the public schools, have become increasingly concerned about the lack of vocational opportunities and training programs provided for the handicapped children and adults in the Exeter area.

At the same time parents of these children and the Exeter School System were also becoming concerned by the lack of available educational programs at the secondary level especially in the area of vocational training. A coordinator of Special Education, funded by the N. H. State Department of Education, Division of Special Education, has been hired to work in the areas of assessment, coordination and program development including vocational programs for the exceptional child in the public schools. Plans are being developed for an Exeter area vocational school in coordination with the 20 center concept of the New Hampshire State Department of Education, and the schools wish to include a program for the handicapped in this area school. They have indicated a desire to work with the Rockingham Trustees so that a community-school program could be developed.

A project to assess the needs of handicapped children in the Exeter area and make recommendations for vocational programs to meet those needs using school and community resources has been initiated by the Rockingham Trustees under the direction of Mrs. Jean Tufts of the New England Program in Teacher Education. This project has three phases to it:

I. The assessment of the vocational needs of the handicapped in the Exeter area which will include:

   A. An enumeration of the children to be served will be made through a follow-up study of children previously enrolled in the Rockingham School to establish their disabilities as well as their capabilities in relation to vocational programs.

   B. To evaluate children in Special Classes in the Exeter School System to determine their vocational needs.

   C. Evaluation of potential population of handicapped children attending special education and other established programs in the area.

II. The assessment of the vocational potential in the communities in the Exeter Area which will include:

   A. Potential jobs available in business, industry, social agencies and institutions for the handicapped.

B. To develop a list of possible "piecework" opportunities in the area.

C. To identify business and industries interested in supporting and cooperating in vocational training and employment of the handicapped.

D. To determine what businesses and industries would make available materials and equipment for vocational training programs.

III. Assessment of School Potential for Vocational Programs for the Handicapped which will include:

A. Identification and assessment of present school programs available for the handicapped in the area.

B. Assessment of possible vocational programs for the handicapped in the secondary level in relation to the area vocational school.

Mrs. Tufts would like to conduct Phase II of this program through the cooperation and assistance of the Exeter Chamber of Commerce. She would like to establish a 3 to 5 week period to make a survey of the business and industry in the Exeter area which identify the vocational potential in the community for the handicapped as delineated above.

A. Preliminary to Visit

1. Contact the parents at least 3-4 days prior to the date you wish to see them, to make an appointment to call on them.
2. State who you are and what you are calling about.
3. If possible, try to see them when both parents and the child are at home.
4. Confirm the date by a note if possible.
5. Attempt to arrange the time so that it can be a pleasant occasion for everyone.

B. Interview

Establish Rapport

1. Arrive promptly at the time of the appointment.
2. Spend the first part of the interview expressing interest in the child and visiting with the child making him/her the focal point.
3. Then spend some time inquiring about the parents and other members of the family especially if they are present and are known to you. If they are not known to you ask about them, get handicapped child to contribute to this also.

C. Information to be collected

1. Inquire about present status of child.
   a. Sheltered Workshop
   b. Educational Program
   c. At home
   d. Institutionalized
   e. Other (explain) ______________________________

   ____

2. Find out what parents know about present program.
    a. What child is doing
    b. Who supervises
    c. What achievements
    d. What problems
    e. Other (comment) ______________________________

3. Judge parents feelings about present program
    a. Enthusiastic support ____________________
    b. Satisfaction ____________________
    c. Doubt or Suspicion ____________________
    d. Dissatisfaction ____________________
    e. Better than nothing ____________________
       or no other alternative
    f. Other ______________________________

4. Inquire about Educational History
    a. Schools attended ______________________________
    b. Any work experience ______________________________
    c. Summer programs ______________________________
    d. Institutions training ______________________________

5. Vocational Experiences
    a. Work experiences ______________________________
    b. Job held presently, if any ______________________________
        1. Employer ______________________________
        2. Company ______________________________
        3. Job Description ______________________________

6. Vocational Rehabilitation Contacts

   a. Vocational Rehabilitation Counselor ____________________

   b. Supplementary S. S. Income ____________________

7. Vocational interests of child

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

8. Parents desires for child

   a. Vocational Sheltered Workshop

   b. Regular School Program

   c. At home

   d. Job situation in community

   e. Institutionalized

   f. Other ____________________

9. Evaluations and Testing done for child

   a. When ____________________

   b. Where ____________________

   c. What kind of evaluation ____________________

   d. Who did it ____________________

   e. Parents participation __________

10. Parents attitude toward further testing, vocational and other?

   a. Positive

   b. Apprehensive

   c. Willing if necessary for vocational

   d. Other

D. Rockingham School Survey

1. Parents attitude toward contribution school made to the child

____

2. Parents conception of accomplishments made by the child at the school

____

E. Post Interview Impressions

1. Child's behavior during the visit ______________________

____

2. Parent's general attitude

   a. Toward child ______________________________

   b. Toward vocational program ______________________

3. Child's present functioning

   a. Socially ______________________________

   ____

   b. Physically ______________________________

   ____

   c. Mentally ______________________________

   ____

4. Home environment - describe any conditions that might influence child from changing. ______________________________

____

____

____

GLOSSARY - Rockingham Project

Pre-vocational evaluation - An evaluation of the client's abilities including work habits, work tolerance, coordination, and attitude toward work.

Work evaluation - A selective use of simulated and real job experiences to provide a broad sampling of tasks for the purpose of assessing client's ability to work.

Vocational Evaluation - The comprehensive process that utilizes work, real or simulated, as the focal point for assessment and vocational exploration, the purpose of which is to assist individuals in vocational development.

Screening process - The review of all the information that is available about the client to determine what services would be beneficial for him.

Vocational training - A training program which provides the skills that are essential for performing a given job.

Sheltered workshop - Work-oriented rehabilitation facility with a controlled working environment and individual vocational goals which utilizes work experience and related services for assisting the handicapped person to progress toward normal living and a productive vocational status (official definition of National Association of Sheltered Workshops and Homebound Programs, Inc.)

Social Security Supplementary Income - a new program (January 1, 1974) to provide financial assistance to disabled persons (any age) who have limited or no resources. Applicants must file and eligibility will be determined on medical information, degree on disability and financial status. Program administered through local social security office (Portsmouth).

Rehabilitation - The restoration of the handicapped to the fullest physical, mental, emotional, social, vocational, and economic usefulness of which they are capable.

Disability - A condition of impairment: physical, mental, or emotional.

Client - A mental and/or physically handicapped person needing and receiving special services or rehabilitation.

Job sample - A select work sample which reproduces all or part of the actual operations required by a given job.

Work sample - A standardized, normed work activity having a direct relationship to an occupation or a job field.

Vocational Rehabilitation Administration - (VR) under the Social and Rehabilitation Service (HEW), VR is responsible for providing vocational rehabilitation for all disabled persons who need and can be expected to benefit from them. The agency is organized under the State Department of Education.

SSI - Social Security Supplemental Income

Social Security Supplemental Income is money that the U. S. Government pays in monthly checks to people in financial need who are 65 and older and to all people in need at any age who are disabled. This program started in January, 1974, and takes the place of the Federal-State programs of public assistance.

Handicapped individuals can usually qualify who have little or no regular cash income and who do not own much in the way of property or other things that can be turned into cash (such as stocks, bonds, jewelry, etc.). The aim of the program is to provide every individual with a basic cash income of at least $140 a month. People who are working may still be eligible for supplementary income at a reduced amount depending on what they earn. Individuals who live with their families, or in someone else's household, may also be eligible depending on the amount of support they already receive. This supplementary Security Income is not the same as Social Security. This money comes from the general funds of the U. S. Treasury wheras Social Security benefits are paid from individuals' contributions.

Individuals may apply for SSI at their local Social Security office. People now receiving state public assistance payments are generally being converted to Federal roles. New applicants must file an application, furnish his social security number and information about sources of income and medical information that supports disability status. Final determination of eligibility will be determined from a review of all this information.

The New England Program in Teacher Education

Pettee Brook Offices, Durham, New Hampshire 03824
Telephone 603-868-5566

July 8, 1974

Dear Parents:

You are invited to an informal meeting at the Exeter Elementary School on Tuesday, July 16th at 8:00 p.m. to discuss the Development of Vocational Programs for the Handicapped in the Exeter area.

I will be working on this project, funded by the Rockingham Trustees, for the next few months in which we are going to:

1) assess the vocational needs of the handicapped in the area;
2) assess the community to determine vocational opportunities and possibilities for the handicapped;
3) assess the present special education programs offered in the schools.

Following this we will be recommending programs to meet the identified needs of the handicapped in the area.

As a part of this project we will need your help in identifying the needs of your young adults. We plan to make a follow-up on all the students who attended the Rockingham School and special education in Exeter during the last ten years. We will be contacting each of you to interview you so that you may tell us, individually, the needs as you see them and discuss any ideas you may have regarding vocational programs for the handicapped. We hope you will help us with this project so that a meaningful program may be developed for all handicapped young adults in the area.

At the meeting of the 16th we will explain the project in much more detail so we hope you will be able to join us. I am enclosing a self-addressed envelope. I would appreciate it if you would let us know if you will be attending.

Sincerely,

Jean Tufts

Jean Tufts
Director of Rockingham Project

[illegible] approved under Section 501-C-3 Internal Revenue Code. Financial [illegible] for services, tuition, grants and gifts

[illegible] from the New England Regional Commission

REPORT FORM
INTERVIEW WITH PARENTS
ROCKINGHAM PROJECT 1974

A. Person Reporting: ____________________ Date of Visit: ________

B. Those present at interview ______________________________

____

C. Information to be collected

1. Inquire about present status of child
   - a. Sheltered Workshop
   - b. Educational Program
   - c. At home
   - d. Institutionalized
   - e. Other (explain) ______________________________

     ____

2. Find out what parents know about present program
   - a. What child is doing ______________________________
   - b. Who supervises ______________________________
   - c. What achievements ______________________________
   - d. What problems ______________________________
   - e. Other Comment ______________________________

     ____

3. Judge parents feelings about present program
   - a. Enthusiastic support ______________________________
   - b. Satisfaction ______________________________
   - c. Doubt or Suspicion ______________________________
   - d. Dissatisfaction ______________________________
   - e. Better than nothing or no other alternative ______________________________
   - f. Other ______________________________

     ____

4. Inquire about Educational History

   a. Schools attended ______________________________

   b. Any work experience ______________________________

   c. Summer programs ______________________________

   ____

   d. Institutions training ______________________________

   ____

5. Vocational Experiences

   a. Work experiences ______________________________

   ____

   b. Job held presently, if any ______________________________

   ____

      1. Employer ______________________

      2. Company ______________________

      3. Job Description ______________________

      ____

6. Vocational Rehabilitation Contacts

   a. Vocational Rehabilitation Counselor ______________________

   ____

   b. Supplementary S. S. Income ______________________________

   c. Other ______________________________

   ____

7. Vocational interests of child

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

8. Parents desires for child

a. Vocational Sheltered Workshop ____________________

b. Regular School Program ____________________

c. At Home ____________________

d. Job situation in community ____________________

____

e. Institutionalized ____________________

____

f. Other ____________________

____

9. Evaluations and Testing Done for child

a. When ____________________

b. Where ____________________

c. What kind of evaluation ____________________

d. Who did it ____________________

e. Parent's participation ____________________

____

____

10. Parent's attitude toward further testing vocational and other

a. Positive ____________________

b. Apprehensive ____________________

c. Willing if necessary for vocational ____________________

d. Other ____________________

____

D. Rockingham School Survey

1. Parent's attitude toward contribution school made to the child

2. Parent's conception of accomplishments made by the child at the school

E. Post Interview Impressions

1. Child's behavior during the visit

2. Parent's general attitude

   a. Toward child

   b. Toward vocational program

3. Child's present functioning

   a. Socially

   b. Physically

c. Mentally

4. Home environment - describe any conditions that might influence child from changing

5. Additional Comments

QUESTIONNAIRE FOR PARENTS

Name of Father ______________________________ Phone ____________

Address ______________________________

____

Name of Mother ______________________________ Phone ____________

Address (if different from above)

____

Name of Child ______________________________ Date of birth

Address (if different) ____________________

____

Educational History of Child

Schools and Institutions Attended	Dates
______________________________	____________
______________________________	____________
______________________________	____________
______________________________	____________

What additional services would you like provided for your child? List.

____

____

____

____

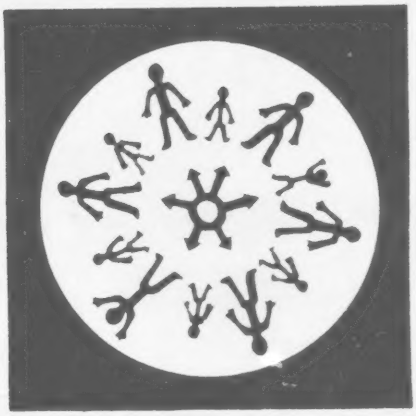
____

ASSESSMENT

OF

COMMUNITY POTENTIAL

MATERIALS



HANDBOOK

FOR

INTERVIEW PERSONNEL

WITH

BUSINESS AND INDUSTRY

This booklet is designed to assist the person using it to gather information from business, industry, and institutions in the Exeter Area. It is to be used as an informal guide for questions and discussions at the interviews.

It is important to make each interview a positive pleasant meeting focusing on the knowledge and interests of the business or industry. It should help them to think about the possibilities in their organization for hiring handicapped youngsters.

Rockingham Project

INTRODUCTION

Over the past 30 years, programs for handicapped children have increased both in scope and numbers in the Exeter area. Ten years ago there was one class for educable children at the elementary school and a private school, the Rockingham School serving approximately 30 municiple handicapped children. Today there are between 150 and 200 children being served in programs in the public schools of the Exeter area in three classes for the mentally retarded, a learning disabilities and the Rockingham Developmental Center, a private pre-school program for handicapped.

However, as these programs developed very little or nothing was done in preparing the exceptional children in them vocationally. When they reached twenty-one, many returned to their homes, others were sent out of state to residential vocational centers and a few were employed in the community. No programs were developed in the community or the schools to prepare these youngsters to earn a living.

The Rockingham Trustees, formerly trustees of the Rockingham School which was given to the public schools, have become increasingly concerned about the lack of vocational opportunities and training programs provided for the handicapped children and adults in the Exeter area.

At the same time parents of these children and the Exeter School System were also becoming concerned by the lack of available educational programs at the secondary level especially in the area of vocational training. A coordinator of Special Education, funded by the N. H. State Department of Education, Division of Special Education, has been hired to work in the areas of assessment, coordination and program development including vocational programs for the exceptional child in the public schools. Plans are being developed for an Exeter area vocational school in coordination with the 20 center concept of the New Hampshire State Department of Education, and the schools wish to include a program for the handicapped in this area school. They have indicated a desire to work with the Rockingham Trustees so that a community-school program could be developed.

A project to assess the needs of handicapped children in the Exeter area and make recommendations for vocational programs to meet those needs using school and community resources has been initiated by the Rockingham Trustees under the direction of Mrs. Jean Tufts of the New England Program in Teacher Education. This project has three phases to it:

I. The assessment of the vocational needs of the handicapped in the Exeter area which will include:

   A. An enumeration of the children to be served will be made through a follow-up study of children previously enrolled in the Rockingham School to establish their disabilities as well as their capabilities in relation to vocational programs.

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   C. Evaluation of potential population of handicapped children attending special education and other established programs in the area.

II. The assessment of the vocational potential in the communities in the Exeter Area which will include:

   A. Potential jobs available in business, industry, social agencies and institutions for the handicapped.

B. To develop a list of possible "piecework" opportunities in the area.

C. To identify business and industries interested in supporting and cooperating in vocational training and employment of the handicapped.

D. To determine what businesses and industries would make available materials and equipment for vocational training programs.

III. Assessment of School Potential for Vocational Programs for the Handicapped which will include:

A. Identification and assessment of present school programs available for the handicapped in the area.

B. Assessment of possible vocational programs for the handicapped in the secondary level in relation to the area vocational school.

Preliminary to Interview

1. Contact the company or institution at least 3 or 4 days prior to the date you wish to see them.
2. State who you are and what you are calling about.
3. Set a firm time and date for the interview at the convenience of the company or person being interviewed.

Interview

1. Arrive a few minutes to the appointed time with all your materials.
2. Spend the first part of the interview explaining the project giving background and general information of the format.
3. Go over questions - don't spend too much time making notes. Make them short - elaborate in report.
4. Thank person for his time to see you and leave the booklet with them.

Post Interview

1. Complete Form for each visit as soon after visit as possible.
2. Send Thank You note to person (we will give you a form).

QUESTIONNAIRE FOR BUSINESS AND INDUSTRY

1. Name of Company ______________________________

2. Address ______________________________

3. Person Interviewed ______________ ______________ ______________
Name Title Phone

4. Number of Employees

    Administrative ______________

    Supervisory ______________

    Operational ______________

    Other ______________________________

    ____

5. General Description of Industry

____

____

____

____

____

6. Hours of Operation - ______________

    Shift Hours (if any) __________ __________ __________

7. Job Description - (if written) ______________________________

____

____

Brief Description - (if not written) ______________________________

____

____

____

____

8. Feelings Toward Employing Handicapped

   1. Positive ____________________

   2. Enthusiastic ____________________

   3. Negative ____________________

   4. Unknowledgeable ____________________

9. Type of Program Company Interested in

   1. Regular competitive employment ____________________

   2. Specialized Employment (work study) ____________________

      Restrictive Employment (specific jobs) ____________________

   3. Piecework ____________________

   4. Support for Sheltered Workshop ____________________

10. Contribution Company Interested in Supplying

   a. Financial ____________________

   b. Training Program - Personnel to train ____________________

   c. Training Equipment to school's ____________________

   d. Piecework for sheltered workshop - sub-contracting ____________________

      ____

   e. Other - describe ____________________

      ____

      ____

   f. None ____________________

GLOSSARY - Rockingham Project

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Individuals may apply for SSI at their local Social Security office. People now receiving state public assistance payments are generally being converted to Federal roles. New applicants must file an application, furnish his social security number and information about sources of income and medical information that supports disability status. Final determination of eligibility will be determined from a review of all this information.

Exhibit One

July 22, 1974 (copy)

Dear Chamber of Commerce:

A new project to develop vocational programs for the handicapped in the Exeter area is getting underway. The project which is funded by the Rockingham Trustees will be under the direction of Mrs. Jean Tufts of the New England Program in Teacher Education.

It will consist of three phases:

Phase I - An assessment of the need of the handicapped
Phase II - An assessment of the community potential and interest
Phase III - Development of programs to meet the needs

The first phase of the project is well underway with interviews planned for 125-150 families during the summer.

Mrs. Tufts anticipates initiating Phase II of the program on August 5, 1974 to continue through the month of August. During that time it is planned to visit businesses, industries, institutions and local government to assess the job potential in the Exeter Area. Interviews will be held with as many of the above as can be reached to determine interest in the project and potential support for vocational training and employment of the handicapped at the July meeting.

The Board of Directors of the Exeter Chamber of Commerce endorsed this project and will be cooperating fully with it. They would like to urge all of the chamber members to assist with the project. Members will be contacted for interviews so that the program can be explained more fully to them and ways in which they might support the program can be determined.

QUESTIONNAIRE FOR BUSINESS AND INDUSTRY

1. Name of Company ______________________________

2. Address ______________________________

3. Person Interviewed ______________ ______________ ______________
   Name Title Phone

4. Number of Employees

   Administrative ______________

   Supervisory ______________

   Operational ______________

   Other ______________________________

   ____

5. General Description of Industry

   ____

   ____

   ____

   ____

   ____

6. Hours of Operation - ______________

   Shift Hours (if any) __________ __________ __________

7. Job Description - (if written) ______________________________

   ____

   ____

   Brief Description - (if not written) ______________________________

   ____

   ____

   ____

   ____

8. Feelings Toward Employing Handicapped

    1. Positive ______________________________

    2. Enthusiastic ______________________________

    3. Negative ______________________________

    4. Unknowledgeable ______________________________

9. Type of Program Company Interested in

    1. Regular competitive employment ______________________

    2. Specialized Employment (work study) ______________________

    Restrictive Employment (specific jobs) ______________________

    3. Piecework ______________________________

    4. Support for Sheltered Workshop ______________________

10. Contribution Company Interested in Supplying

    a. Financial ______________________________

    b. Training Program - Personnel to train ______________________

    c. Training Equipment to schools ______________________

    d. Piecework for sheltered workshop - sub-contracting __________

    ____

    e. Other - describe ______________________________

    ____

    ____

    f. None ______________________________

WORKSHOP-TRAINING PROGRAMS

Name ______________________________ Tel. ______________

Address ____

Director:

		Yes	Number	No
Staff:	1. Social Worker			
	2. Vocational Counselor			
	3. Psychologist			
	4. Workshop Manager			
	5. Vocational Evaluators			
	6. Other - (list)			

Vocational evaluation - describe

3. Workshop:

No. of clients in program ______________________________

Type of workshop (explain), including staff and kinds of jobs.

1. Transitional

2. Extended

3. Diversional

Types of Clients served (disabilities and ages), number of multiple disabilities.

Number of clients evaluated annually: ______________________

Number of clients involved in workshop: ____________________

Referrals:
1. Schools
2. V. R.
3. Social agencies
4. Other

1. Funding:

Management of program (i.e., private, non-profit, board of directors, etc)

2. Training
    1. Academic
    2. Social Adjustment

Relationship with local community re. support, employment of clients, etc.

Follow up and explain.

Accreditation - list and describe

PERSONNEL

AND

THEIR ACTIVITIES

CONTENTS

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Personnel and Activities

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2. Director - monthly reports 197
3. Field Supervisor - schedule 213
4. Interview Personnel - schedule, techniques 215
5. Community Interviewer - report 218

Test Materials purchased for Project 222

PERSONNEL

Director -	Mrs. Jean Tufts Associate Director for Research and Development New England Program in Teacher Education Durham, New Hampshire
Field Supervisor -	Mrs. Nancy Warren Principal of Rockingham School Exeter, New Hampshire
School Coordinator -	Mrs. Caren Schubart Director of Special Education Supervisory Union #16 Exeter, New Hampshire
Interview Personnel -	Mrs. Thelma Barlow, Teacher Rockingham School Exeter, New Hampshire
	Mrs. Shiela Mann Rockingham School Exeter, New Hampshire
	Mrs. Patricia Heath, Teacher Exeter Day School Exeter, New Hampshire
Community Interviewer -	Mr. Glenn Roundy Graduate - Dartmouth College in Community Planning Wolfboro, New Hampshire
Consultants -	Dr. Roland Goddu, Director New England Program in Teacher Education Durham, New Hampshire
	Mr. David Royale Resource Room Teacher Sunapee, New Hampshire
	Mr. Robert Twombly, Director ERIC Program Montpelier, Vermont

ACTIVITIES OF

DIRECTOR

The New England Program in Teacher Education

Development of Vocational Programs for Exceptional Children

Mrs. Jean Tufts

Monthly Report

May 1st to June 8th

June 4, 1974

NEPTE

Development of Vocational
Programs for Exceptional Childre
Mrs. Jean Tufts

Monthly Report --- Activities completed May 1 to June 8th

1. Established procedures for the operation of the project
2. Completed listing of number of students in attendance at the Rockingham School from 1963/64 - 1972/73 including names, addressed, ages and parents' names
3. Set-up procedures for collating and studying information and data gathered
4. Established procedures for assessing the services offered in the school system
5. Identified the present staff in Special Education in the school system
6. Developed methods to establish the flexibility of staff
7. Identified the students in special classes for the Exeter Public Schools
8. Completed testing on 16 students in Exeter High School needing Special Services
9. Completed testing on 8 Special Class students entering High School in September 1974
10. Recruited and hired field supervisory for the project

People contacted and meetings attended

1. Mrs. Nancy Warren, Principal of Rockingham School
2. Dr. Jerome Melvin, Supt. of Schools, Exeter
3. Mr. John Hogdon, principal of Exeter Elementary School
4. Mr. Craig Krisel, Asst. Principal of Exeter Elementary School
5. Mr. James Clark, Director of Board of Rockingham trustees
6. Mr. Art Jillette, acting director of Special Education, Division of Vocational Rehabilitation, State Department of Education
7. Mrs. Eva Smith, Chairman of Rockingham School Committee

Activities Projected for June and July

1. Begin interviews of parents of children identified as attending the Rockingham School
2. Collate and study data and information gathered and make a report of same
3. Continue identification of children who need vocational programs
4. Determine which children need follow-up case work done
5. Determine the assessability factor of childrne needing vocational programs
6. Assess strengths and weaknesses of present educational services of the Exeter Schools
7. Conduct a survey of children in Exeter Public Schools

The New England Program in Teacher Education

Development of Vocational Programs for Exceptional Children

Mrs. Jean Tufts

Monthly Report

June 8th to July 5th

July 5, 1974

NEPTE
Development of Vocational
Programs for Exceptional
Children

Jean Tufts

Monthly Report June 8-July 5th

Activities Completed

1. Completed selection of children to be interviewed and assigned field representatives to each child
2. Completed an assessment of immediate interests and goals of school administrators special education teachers, learning disability specialists, principals and support staff
3. Completed a study of special education placement procedures for S.U. #16
4. Compiled a census of all children presently in approved special education classes in S.U. #16
5. Assisted in developing a proposal for materials needed for a Resource Room for Special Education
6. Set-up a meeting for parents of children previously enrolled in the Rockingham School for July 16, 1974
7. Prepared letter to go to parents to explain the project and coming events which will need their cooperation
8. Collected Financial Data on cost of present Special Education Programs.

People Contacted and Meetings Held

1. Interviews held with administrators of S.U. #16 Principals, L.D. Specialists, Special Education Teachers, Elementary School Nurses, and Special Education Coordinators
2. Rockingham School Committee Meeting
3. Meeting of field personnel to select assignments for parent interviews

Activities planned for July and August

1. Begin interviews of parent identified as attending Rockingham School (120 children on the list)
2. Continue to identify children and young adults needing vocational programs
3. Continue to select children needing follow-up case work
4. Staff attending training session on interview techniques
5. Field Supervisor attending training session on vocational testing programs
6. Visits to established vocational programs for the Handicapped.

The New England Program in Teacher Education

Development of Vocational Programs for Exceptional Children

Mrs. Jean Tufts

Monthly Report

July 5th to August 2nd

August 2, 1974

Monthly Report

Activities completed July 5 to August 2nd

1. A training session for interview personnel was held. Techinques of interviewing were discussed. A booklet to be used by the personnel was developed and distributed at the training session. Also a parent questionnaire was developed to be used at each interview.

2. The interview booklet contained
    a) Background of the project
    b) Description of the project
    c) Directions for interview including
        1) Prelimnary steps to Interview
        2) Material to be collected at Interview
        3) Post Interview Report Forms
    d) A glossary of terms relative to the Handicapped and the Project

3 A letter was sent to all parents stating the purpose of the project including an invitation to an informational meeting to be held July 16, 1974

4. Developed a booklet to be used in public relations relative to project. It was distributed to parents at the meeting.

5. A meeting of field personnel was held to review the interview precedures and how well they operated with families. As a result an additional page on Social Security Benefits was added to Interview Booklet. Also it was decided to distribute P R Booklet to each family at the time of Interview.

6. Approximately 35 interviews have been completed with 140 total interviews planned.

7. The Director met with the Exeter Chamber of Commerce Director and prepared an article for the Chamber Newsletter.

8. The Director met with Executive Board of the Chamber of Commerce to obtain their cooperation. The Chamber agreed to send a letter to their members urging their support and cooperation.

9. The Director was invited to address the Exeter Rotary on August 5th.

10. Four Sheltered workshops were visited and a form for reporting on the visits were developed.

11. The Field Supervisior attended a four day training session for testing and assessing vocational abilities of handicapped young adults.

12. Completed report on School Administration.

13. Interviewed and hired 2 people to visit Business and Industries.

People Contacted and Meetings Held

1. Training Workshop - Interview Personnel
2. Training Workshop - Field Supervisor
3. Meeting with Vocational Rehabilation Division of State Department
4. Meeting with Parents

Activities planned for August

1. Complete interviews of families
2. Continue to identify additional children needing services
3. Begin interviews and assessment of community contributions
4. Train personnel to interview and solicit business and industry
5. Plan speaking engagements for Business Field supervisors.

The New England Program in Teacher Education

Development of Vocational Programs for Exceptional Children

Mrs. Jean Tufts

Monthly Report

August 5th to August 30th

September 4, 1974

Monthly Report August 5th through August 30th

Activities Completed

1. Completed 90 interviews with parents and children
2. Reviewed the procedures and techniques used in the interview phase
3. Prepared letter for Chamber of Commerce to send to members
4. Held training session for field person who would interview business and industries
5. Interviewed 75 Businesses and Industries for interest in employing the handicapped
6. Visited additional sheltered workshops and sheltered employment in the area
7. Spoke for the Exeter and Hampton Rotary Clubs
8. Prepared threee articles for the newspaper which were published

People Contacted and Meetings

1. Field Personnel --- two workshops including reporting of interviews
2. Met with Rotary officers
3. Meeting with selected business people

Activities planned for September

1. Compilation of data collected on handicapped children
2. Analysis of above data
3. Draw up recommendations for vocational training for the handicapped
4. Prepare a list of potential "piece work" opportunities
5. Determine available facilities for Vocational programs in the area

The New England Program in Teacher Education

Development of Vocational Programs for Exceptional Children

Mrs. Jean Tufts

Monthly Report

September 2nd to September 27th

October 2, 1974

Activities Completed

- Completed remainder of interviews with parents and children
- Compiled data from interviews
- Completed interviews with business, industries and institutions
- Completed reports on all community interviews
- Researched articles on Vocational Programs and Sheltered Workshops through ERIC System
- Selected bibliography for inclusion in report
- Reviewed procedures used in interviewing

People contacted and meetings held

- Met with Bruce Archambeault of State Department
- Attended Special Education meeting of Agency representatives
- Met with Coordinator of Special Education in Exeter

Activities Planned for October

- Analysis of Data collected
- Develop suggested plans for Vocational needs
- Complete recommendations for program
- Conduct a workshop for administration of Exeter School System

The New England Program in Teacher Education

Pettee Brook Offices, Durham, New Hampshire 03824
Telephone 603-868-5566

November, December, and January Reports

ROCKINGHAM PROJECT

Activities

1. Testing and Evaluation of 20 handicapped children involved in the project. The evaluation includes intellectual assessment plus vocational aptitude and abilities.

2. Completion of assessment of handicapped children, community and school programs and data. The data was then translated into a written report in preparation for the final report.

3. Meeting with school and community leaders to discuss the preliminary results and recommendations.

4. Meeting with Rockingham School Committee of S. U. #16.

5. A one day workshop was held for the personnel of the Exeter School District on Resource Rooms for the Handicapped. Personal consultations were held by Mr. David Royale with Resource Room Teachers. The Special Education Resource Workshops were conducted by Mr. Royale on December 16, 1974.

NEPTE is a non-profit educational institution approved under Section 501-C-3 Internal Revenue Code. Financial support of its operation comes entirely from fees for services, tuitions, grants and gifts.

A program created by a grant from the New England Regional Commission.

ACTIVITIES OF FIELD SUPERVISOR

Mrs. Nancy Warren

July 1 - August 26

July 1 - 4	Planning sessions, preparation of card file for interviews, setting up schedules for interviews, and on-site visitations, training sessions for interviewers.
July 8 - 12	Training week at Vocational Development Center, Evaluation Unit, Manchester, N. H.
July 15	Met with one of the interviewers to discuss background information on some families she was to interview. Further preparation for interviews, paper work on previous training week.
July 16	Conference with Jackie Teague, Social Worker - Special Education in morning. Conference with Mrs. Barbara Banks, Vocational Evaluation Unit, Manchester Rehabilitation in afternoon. Meeting with project parents in evening.
July 17	Paperwork, interviews
July 18	Paperwork, interviews
July 22	Visitation and meeting with Staff at Great Bay School and Training Center. Tour of plant, observations in workshop, and individual conferences with staff. Conducted interviews in afternoon.
July 23	Paperwork, preparation of work samples, further planning for on site visitations.
July 25	Paperwork, interviews, met with project director and interviewers.
July 29	Visitation to Mt. Hope Rehabilitation Workshop, Nashua. Tour of plant, observation of workshop and conferences with staff in the morning. Conference with Mr. John Gale, Director of Mt. Hope School in the afternoon.
July 30	Great Bay Staff (2) visited Rockingham School to review our facilities and discuss program, mutual concerns (worked 1/2 day)
August 13	Visitation to William J. Moore Center, Manchester. Tour of school and workshop. Conferences with staff in morning. OMR Library, paper work in afternoon. Conference with John Storker, Jay Lingerman.
August 14	Paper work, project staff meeting.
August 19	Visitation to Monadnock Workshop, Peterborough, and Sullivan County Rehabilitation Center, Claremont. Tour of facilities and conferences with directors. Went with Alan Pardy who is doing a survey for Kimi Nichols Development Center in Atkinson.

August 20 Visitation to Haverhill Work Activities Center. Tour of facilities, talk with staff.

August 22 Interviews, conference with Bruce Baker, re: pre-vocational study he would like me to participate in (worked 1/2 day)

August 26 Visitation to New Horizons Workshop, Keene. Interviews.

September 25. Conference with Virgil Grant, Priscilla Fernald at Portsmouth Rehabilitation Center to determine if any/how many of their clients would meet the criteria of our project.

INTERVIEW PERSONNEL ACTIVITIES

1. Interview personnel were selected. In this case, teachers who had previously had the children in the class were selected.

2. Data relative to names, parents, age, and addresses were compiled from the registers from the Rockingham School for the school years 1963-1964.

3. Five people divided the names up to interview

    a. Students known to have gone to Special Classes in other towns were to be followed up separately

    b. Student known to have moved out of the area were followed up by mail (special letter)

4. A training session for persons doing the interview. Techniques of interviewing were discussed and an interview booklet was distributed. A booklet especially designed for the project was given to each person. The booklet contained:

    a. Background of the project

    b. Description of the project

    c. Directions for interview including
        1) Preliminary
        2) Interview
        3) Post Interview

    d. A glossary of terms relative to the interview

5. A letter was sent to all parents stating the purpose of the project including an invitation to an informational meeting to be held prior to the start of the interview.

6. The informational meeting was held the week following with 30 people in attendance. Newspaper articles were placed prior to the meeting to ready interested people in the community.

7. A booklet was developed to be used in public relations relative to the project. This was given to parents in attendance at the meeting.

8. The interviewing began the following day.

9. A meeting will be held 10 days after the first interviews were held to review the interview procedures and for a progress report.

Exhibit I

GUIDELINES FOR INTERVIEWERS

Consider when the call is to be made. The time people can be found at home, for the most part, is between 5 p.m. and 9 p.m.. Typically, the housewife is preparing dinner, the husband has just come home from work, and the children are hungry if the call is made early. An hour later finds the family around the table, or even worse, entertaining dinner guests. In another hour, the call interrupts the television program or putting the children to bed. Or, there is no answer because the family has gone out for the evening.

In the light of these circumstances, it is essential that interviewers begin the call with a cheery urgency in their voices. The voice tone says, "I know you are busy and don't want to be bothered, but this is an important opportunity for you to express an opinion." One interviewer with a remarkable record for completed interviews began: "Hello, it's Survey Time in Oakland County! I'm Doris Jones and you are one of 400 people the Board of Education wants an opinion from."

Most of the people that Doris Jones talked with were instantly full of opinions and quite ready to discuss them.

There are some emotional jolts ahead for the first-time interviewer. They will be more easily absorbed if the interviewers are forewarned. In some communities, wives behave very suspiciously when a strange woman calls the house in the evening to speak to their husbands. The interviewer who can explain in a polite, businesslike manner the reason for the survey and how the sample was selected is less likely to further arouse the wife's suspicions by becoming flustered and embarrassed.

Volunteers need to be told about the stinker ratio. An experienced man-on-the-street interviewer reports that 10 people in 100 are uncooperative; of those, three are extremely difficult and one is an absolute "stinker." There is, however, the other end of the spectrum. Out of every 100 people, 10 will be very cooperative, three will go out of their way to help, and one would be quite willing to do the job for you. Out of the approximately 400 people the interviewers will contact, they can expect to find four stinkers, but they can also expect to find four people who would like to join the interview team. Hope for your volunteers that none gets more than one stinker and that the stinker is not the first respondent they contact.

There is the probability that one of the persons named in the sample has died recently. Warn the interviewers in order to reduce the distress of the one who will be making that call.

Approximately 1% of the sample will want some validation of the interviewer. Instruct the interviewers to give these people the central office number after telling the switchboard operator how to handle such a call. The interviewer asks, "May I call you tomorrow, after you have made your call?" In nearly every instance, when the respondent assures himself that the interviewer is legitimate, he was willing to complete the interview.

Interviewing has often been called an art rather than a science, on the grounds that there are no scientifically proven "best" ways. Nevertheless, there are techniques which are widely agreed on by experienced interviewers.

The first question of technique concerns the interviewer's manner and hearing in asking the questions. Should he be responsive or detached? Respectful or man-to-man? Light or serious? Friendly or formal? The interviewer has an advantage as a stranger who is not involved in the respondent's everyday life. This means that the interviewer should retain a certain amount of reserve; he should be dignified, and make it clear that he takes the interview seriously. At the same time, he should not be wooden and he should show genuine interest in what the respondent is saying.

The interviewer must tread a fine line with his reactions. He must not reveal his own attitudes on the subject matter of the study; he must not show shock or disapproval over anything the respondent says, or be enthusiastic when the respondent supports the interviewer's own point of view. However, if the interviewer is completely impassive and noncommittal when the respondent says something intended to shock him, the natural conversational atmosphere of the interview will be destroyed, and rapport will suffer.

There is an effective compromise: the interviewer adopts a manner of friendly permissiveness. He laughs at the respondent's jokes, exclaims "Really!" or "You don't say!" when the respondent says something evidently intended to be astonishing. Or he makes supportive statements such as "I see your point"; "That's understandable"; "That's very interesting." He can allow himself some of the emotional expressiveness which would be normal in the situation. He scrupulously avoids, however, direct approval or disapproval of the respondent's position. He never argues with the respondent, or says "I feel the same way myself."

Sometimes the respondent asks the interviewer where he stands on the issues under discussion. The interviewer may first simply try to deflect the question, by saying: "I'm interested in what *you* think about it," but if the question is pressed, he can either say that he hasn't made up his mind, or that he is not supposed to express his own opinion but would be glad to talk about it when the interview is over. (He will almost never be asked to make good on this offer!)

When conducting a structured interview, the interviewer must, of course, ask the questions word for word as they are provided for him. He can practice delivering them, however, until they sound and feel to him like his own words. Often after the interviewer has conducted a number of interviews using the same interview schedule, he begins to ask the questions too rapidly and in a "canned" fashion which makes it difficult for the respondent to understand him. He can usually overcome this tendency by pausing and thinking about asking the questions in a more natural style.

The interviewer must allow the respondent ample time to answer the questions. This is especially true if the question is open-ended instead of actual responses provided in or implied by the question. For example: "Do you get enough information about the school system?" can be answered yes, no, no opinion.

SUMMARY REPORT OF THE COMMUNITY INTERVIEWER

The Exeter-Hampton area does not have many of the employment opportunities for the mentally retarded which immediately come to mind. There is little or no light manufacturing work requiring assembly workers, or heavier manufacturing involving highly repetitious work such as the auto industry or machine shops.

In order to develop a program, it will be necessary to look for alternative employment opportunities and gear vocational training programs to meet these opportunities. We should define the goals of a vocational training program in such a way as to be appropriate to this area. In order to do this, one focus must be the creation of good work habits. These consist of social skills, personal skills, promptness, and motivation. Personally, I am not sure how one teaches this, but these are the qualities which will make someone employable.

Secondly, there is a very real need for a qualified placement counselor to discuss job re-engineering with prospective employers. It is essential that jobs be appropriate for the individual. Placing excessive demands on an individual is unfair to him, his employer, and his fellow workers. Moreover, attention must be given to helping the employer deal with the individual. The tendency on the part of employers to assume too much can be problematic and needs special attention.

Serious consideration should be given to having a counselor accompany an individual to work for the first few days. The person could act as an intermediary between the job and the client explaining the operation, helping re-engineer the work, and easing transitional stress. This whole program acknowledges the fact that particular individuals require special help in order to become contributing, productive members of society. Providing this type of personal attention probably is the best way of accomplishing this end.

Hampton, like Exeter, does not have a manufacturing based economy. Hampton survives on a seasonal tourist industry supplemented by the various year-round services that generates.

My initial opinion of the seasonal tourist industry, which I think would be supported by further investigation, is that it offers a variety of employment opportunities. A number of positions as dishwashers, chambermaids, and related help open up which should provide employment opportunities. Obviously, this is seasonal work but it might be incorporated into a vocational training program with excellent results.

Conceivably it might be used to provide an alternative to sheltered workshop work, as a diversion to someone experiencing placement difficulties, or as a real life training experience.

My experience in Hampton was that it did not offer numerous job opportunities for the clients we are trying to serve. There was not the number of car dealerships, supermarkets, or year-round restaurants which expressed so much interest. Consequently, placement may prove to be more difficult than in Exeter.

Secondly, the boom economic trends which stimulated extensive growth in Hampton seem to be leveling off if not actually experiencing reversal. A constant complaint I heard was that businesses, especially the hardware-lumber industry, were finding it difficult to meet employee salaries. Given this fact, they were not interested in employing additional people, particularly marginal people.

A large chain department store and supermarket have recently opened in North Hampton and they might be sources of year round employment. Both are still making adjustments and experiencing fall turnover in help. As a result, they had enough problems with their 'so-called' normal help and as a result were not interested in employing someone through this program. This situation may change.

TEST MATERIALS
PURCHASED FOR
THE PROJECT

TEST MATERIALS PURCHASED FOR THE PROJECT

1.	WISC-R Forms	$ 39.00
2.	WAIS Forms	30.00
3.	Minn. Rate of Manipulation - Record Spacial Relations Test - Forms	285.55
4.	Kuder Personal Preference Inventory Kuder General Interest Survey	93.13
5.	Edwards Personal Preference Inventory	19.60
6.	Differential Aptitude Tests	57.35
7.	Detroit Tests of Learning Abilities	27.30
8.	Projective Tests, Draw A Person; House, Tree Person	33.50
9.	All materials stored in cabinet in Resource Room 102, Exeter High School	102.49
		$687.92